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ABSTRACT

In this document, performance-oriented general objectives intended as guidelines for writing specific objectives for vocational and technical teacher education curricula are presented. These general objectives result from an extensive enumeration and analysis of important pedagogical performance requirements for teachers of conventional programs and teacher-coordinators of secondary cooperative programs. An introductory chapter describes the development of the objectives and presents the format and ways to use this report. The objectives are presented in 10 chapters, one chapter for each of the 10 major classifications of functions required of teachers and teacher-coordinators. A final chapter suggests ways to use the guidelines. Illustrations are provided for the development of a conceptual framework for modules in the execution of instruction category, a sample module with performance objectives, and learning experiences and assessment instruments based upon the materials provided in a general objective. Suggestions also are made for the development of performance objectives based upon general objectives in other categories of pedagogical functions. (Author)

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Model Curricula for Vocational and Technical Teacher Education: Report No. V GENERAL OBJECTIVES, SET II

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

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RESEARCH AND DEVELOPMENT
SERIES NO. 78

MODEL CURRICULA FOR VOCATIONAL AND TECHNICAL TEACHER EDUCATION: REPORT NO. V

GENERAL OBJECTIVES, SET II

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PREFACE

As part of the programmatic thrust in teacher education, The Center has engaged in the project "Model Curricula for Vocational and Technical Teacher Education." The goals of this project were to design, develop and test career-oriented and performance-based teacher education curricula. The design activity for the model curricula consisted of two parts: Phase I--determining the pedagogical performance requirements for teachers of conventional types of programs; and Phase II--identifying the pedagogical performance requirements for teacher-coordinators of existing, new and emerging types of cooperative programs.

This document consists of performance-oriented general objectives and suggestions for using them in developing performance-based teacher education curricula. These guideline materials were derived from a synthesis of the pedagogical performance requirements identified for teachers and teacher-coordinators.

The services of the following are recognized in completing this phase of the project: Calvin J. Cotrell, Principle Investigator; Shirley A. Chase, Project Associate; and Marilyn J. Molnar, Research Technician. Appreciation is also extended to Jerome J. Gordon, Assistant Director for Development at The Center, for editorial assistance with the manuscript.

We wish to acknowledge the services of the following consultants for their assistance in reviewing and modifying the general objectives: Robert E. Andreyka, Assistant Professor of Vocational-Technical Education, University of Akron; Lucy Crawford, Professor of Distributive Education, Virginia Polytechnic Institute and State University; E. Edward Harris, Associate Professor of Vocational-Technical Education, Northern Illinois University; Bernard T. Fagan, Assistant Professor of Vocational-Technical Education, University of Kentucky; Jack C. Reed, Teacher Educator, Office and Distributive Education, University of Northern Iowa; and Curtis R. Finch, Assistant Professor of Vocational-Technical Education, Pennsylvania State University.

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Director
The Center for Vocational
and Technical Education

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SUMMARY

In this document, performance-oriented general objectives intended as guidelines for writing specific objectives for vocational and technical teacher education curricula are presented. These general objectives result from an extensive enumeration and analysis of important pedagogical performance requirements for teachers of conventional programs and teacher-coordinators of secondary cooperative programs.

An introductory chapter describes the development of the objectives and presents the format and ways to use this report. Samples are provided which illustrate the development of a conceptual framework for modules in the execution of instruction category and module components (performance objectives and an assessment instrument) which are based upon guidelines obtained from a general objective. The general objectives are presented in 10 chapters, one chapter for each of the 10 major classifications of functions required of teachers and teacher-coordinators.

MODEL CURRICULA FOR VOCATIONAL AND
TECHNICAL TEACHER EDUCATION: REPORT NO. V

GENERAL OBJECTIVES, SET II

CHAPTER I

INTRODUCTION

The guidelines for developing professional education objectives presented in this publication were prepared by the project staff for use in working with the faculty of a cooperating teacher education institution in the joint development of model curricula. Several consultants have reviewed and revised the general objectives. A majority of the objectives have been used as guidelines in the development of modules for The Center program, "Cooperative Development of Professional Vocational and Technical Teacher Education Curricula." This Center program has involved joint development efforts by Center personnel and members of the vocational teacher education faculties at the University of Missouri and Oregon State University since September 1971.

The project staff and faculty have found the guidelines very helpful in planning and writing modules of teacher education curricula. The investigators are convinced that these general objectives should be very helpful in the development of criteria for certification and evaluation standards for performance-based vocational teacher education.

OVERVIEW OF THE PROJECT

The general objectives presented in this report are based upon a consolidation of the pedagogical requirements identified in Phases I and II of the project, "Model Curricula for Vocational and Technical Teacher Education," reported by Cotrell, et al. (1971) and (1972).

Phase I of the project was designed to identify the performance requirements of conventional teachers of agricultural, business and office, distributive, health occupations, home economics, technical, and trade and industrial education. Using introspection and interview techniques, an occupational analysis of the pedagogical competencies of vocational teachers in the seven services yielded over 200 performance elements. Those elements important to teachers were selected by a 21-member task force. This task force was comprised of one state supervisor, one teacher educator, and one master teacher from each of seven service areas. To verify the existing elements and establish new elements, a critical incident study was conducted involving 750 vocational teachers in a representative national sample.

Phase II of the project identified the pedagogical performance requirements of teacher-coordinators in off-farm agricultural, distributive, wage-earning home economics, office occupations, special needs, and trade and industrial education. Specific objectives of the study were: (1) to identify the pedagogical competencies (performance elements) required for teacher-coordinators of the six vocational programs studied, and (2) to determine which performance elements were common to a majority of the six programs and which were unique to one or a few of the programs.

The pedagogical performance requirements of teacher-coordinators of cooperative programs were obtained through introspection and interview techniques of occupational analysis. Those performance elements important to teacher-coordinators were selected by a 300-member national task force of outstanding teacher-coordinators (50 from each program).

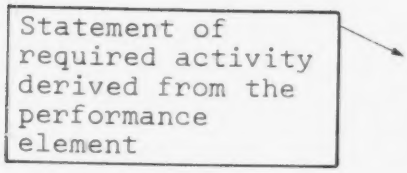
The merger of data from Phases I and II resulted in the listing of 390 elements important to the successful performance of teachers and teacher-coordinators of the programs studied. The process of consolidating these performance elements is described in the publication, "Model Curricula for Vocational and Technical Teacher Education: A Foundation for Performance-Based Instruction," by Cotrell, et al. (1972).

The list of performance elements was further refined by the project staff. Subsequently, 384 performance elements (See Appendix A) were used as the bases for writing the performance-oriented general objectives contained in this document.

STRUCTURE OF GENERAL OBJECTIVES

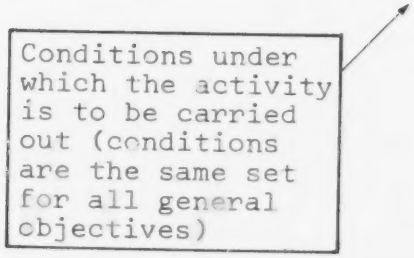
For performance elements discovered to be important to vocational and technical teachers and teacher-coordinators, general objectives were prepared. Since meaningful and useful specific objectives must be developed with reference to the specific sets of conditions and performance criteria of specific teacher education programs, it was decided to write general objectives that were performance-oriented. Such objectives would help communicate the intent of the performance elements and provide guidelines for the project staff and others engaged in the development of performance goals for vocational teacher education curricula.

Each general objective consists of three parts: a statement of required activity, conditions, and criteria (See Figure 1). The statement of required activity incorporated the wording of the original performance element preceded by the phrase, "The teacher will . . . ," as in the example: "The teacher will write a lesson plan." The conditions under which the activity is to be carried out were designed to be broad and flexible. They included:



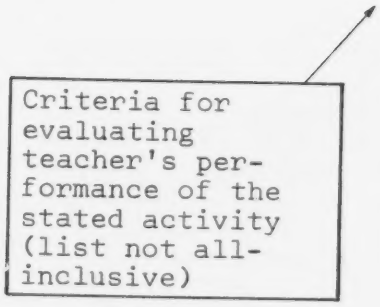
110. Demonstrate a manipulative skill.

Conditions:



1. Preservice or in-service programs
2. Any teacher education institution or program
3. Methods class, micro-teaching clinic, student teaching, internship or other specific teacher education activity
4. Various levels of performance

Criteria:



1. All equipment, tools, and materials were ready for use.
2. The demonstration was directed to the students and student cues were utilized to make the demonstration effective.
3. Each step of the demonstration was identified, explained, and performed in proper sequence.
4. The demonstration was easily seen by the students.
5. Instructional media and aids were used to clarify any step that could not be clearly demonstrated.
6. The method commonly used in the field for performing the task was demonstrated.

FIGURE 1

STRUCTURE OF A GENERAL OBJECTIVE

preservice or in-service programs; any teacher education institution or program; a methods class, micro-teaching clinic, student teaching internship, or other specific teacher education activity; and various levels of performance. Given the assumption that the conditions were sufficiently broad to apply to all the general objectives, the list was not repeated in each general objective. The criteria provided in each general objective were included to help communicate the intent of the competencies required of vocational teachers and teacher-coordinators and to facilitate evaluation of the performance of each objective. Although several criteria were provided for each objective, the list is by no means complete. Users are urged to amend or write additional criteria when needed.

FORMAT OF THE REPORT

Chapters II through XI of this report contain performance-oriented general objectives for each of the 10 categories of pedagogical functions: (1) program planning, development, and evaluation; (2) planning of instruction; (3) execution of instruction; (4) evaluation of instruction; (5) management; (6) guidance; (7) school-community relations; (8) student vocational organization; (9) professional role and development; and (10) coordination.

DIRECTIONS FOR LOCATING GENERAL OBJECTIVES

To facilitate the use of this document, a quick reference system has been incorporated in the Appendix (a list of the categories and performance elements). The chapter and page number are given beside each category title in the Appendix (e.g., Planning of Instruction--Chapter III, page 33) as an aid to the user in locating the particular general objective. The performance elements are numbered consecutively from 1 to 384; the performance element number in the Appendix is identical to that of the general objective in the text.

To locate a particular general objective, it is suggested that the reader follow the sequence of steps illustrated in Figure 2.

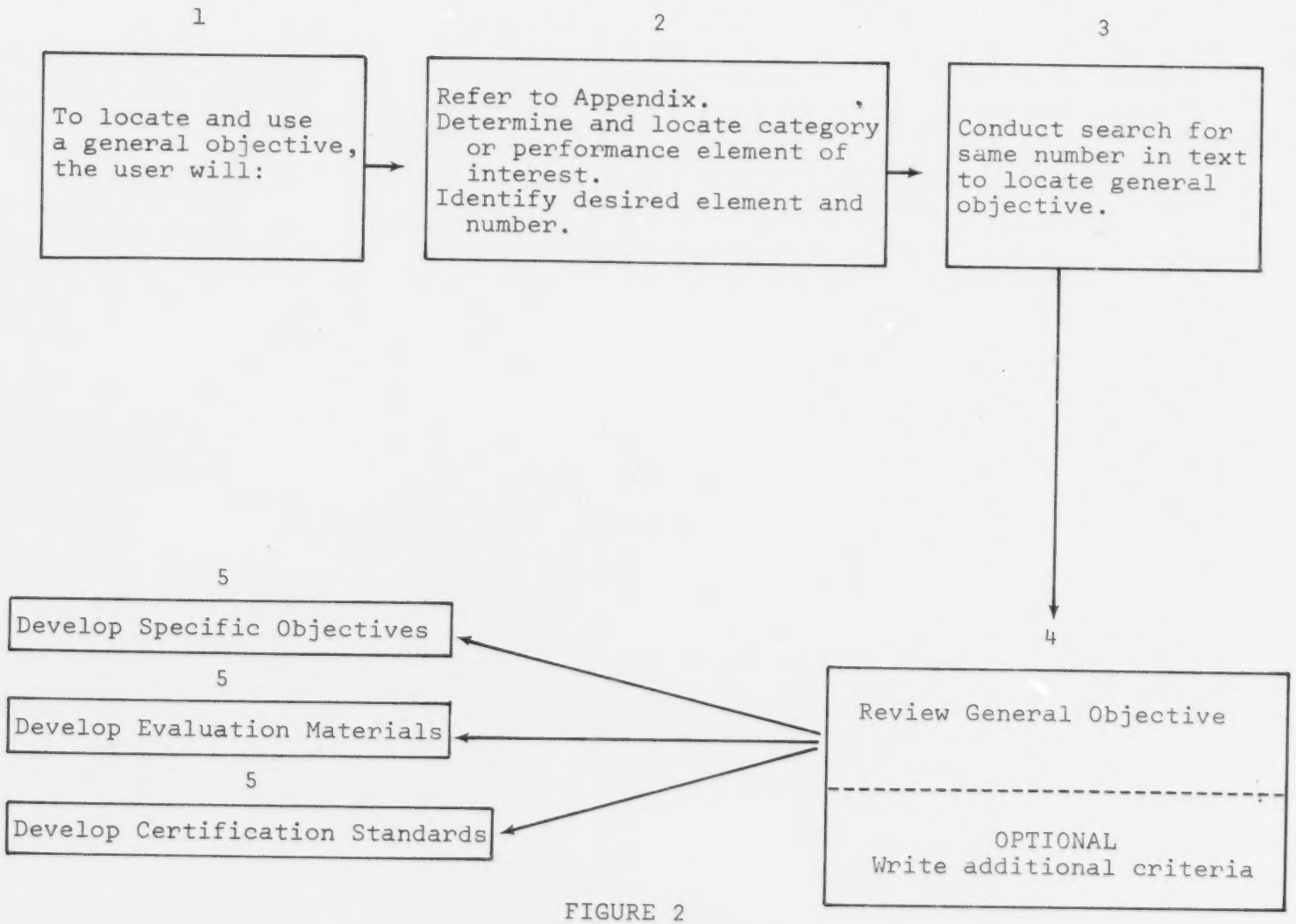


FIGURE 2

STEPS FOR LOCATING AND USING A GENERAL OBJECTIVE

UTILIZATION OF GENERAL OBJECTIVES

There are, no doubt, many ways to use the performance-oriented general objectives presented in this publication, and the reader is encouraged to innovate. The general objectives should serve as guides to curriculum developers, and help keep their efforts performance-based. Constant and diligent reference to the general objectives will reduce the tendency for performance objectives and subsequent teacher education curricular units being developed to revert and emerge as traditional "subject-centered" material.

Note that the nature of the general objectives in this document vary from category to category and sometimes within a category. Much effort has been made to standardize the statements of general objectives; however, statements still remain a challenge to the potential user as professional judgments enter into their interpretation and application.

Performance objectives. It is possible to take a general objective, use its activity and criteria components as guides, and develop specific performance objectives. It is most advisable to review all related general objectives to establish a gestalt for the particular pedagogical performance category--a conceptual framework (See Figure 3). Once the conceptual framework is established for a category, the general objectives are examined and used to guide the development of specific performance objectives for a particular unit of instruction. Figures 4, 5 and 6 indicate different ways that the general objectives may be used as guides in the development of specific performance objectives. These examples should be helpful to educational leadership personnel interested in using the general objectives as guides to developing specific objectives for performance-based vocational teacher education curricula and in developing evaluation instruments to assess teacher performance and/or criteria for the certification of teachers.

MODULE TITLES FOR
INSTRUCTION-EXECUTION CATEGORY

Module: Direct students in obtaining information from sources in the community.

79. Conduct field trips.

80. Direct students in gathering information from sources in the community.

Module: Present information with the assistance of a resource person.

118. Present information with the assistance of a resource person.

130. Present information with a tele-lecture.

Module: Conduct symposiums, panels, and group discussions.

81. Conduct symposiums.

95. Lead group discussions.

96. Conduct panel discussions.

Module: Stimulate learning through brainstorming, buzz group and question box techniques.

82. Conduct brainstorming sessions.

97. Conduct buzz groups.

98. Employ question box technique.

Module: Direct students in instructing other students.

83. Direct student presentations.

84. Direct students in instructing other students.

Note: The above is a portion of the conceptual framework for the category.

FIGURE 3

SAMPLE OF A CATEGORY FRAMEWORK

EXAMPLE NO. I

General Objective: Assist graduating students in preparing for interviews with potential employers (No. 234).

The following performance objectives were developed from the general objective by establishing one performance objective for each of the criteria listed.

1. Given the case studies of five employers and the case study of a graduating student you will evaluate and select two employers with whom the student should obtain an interview. Your selections will be evaluated according to the key included in this module.

2. Given two graduating students seeking employment, you will assist them in setting up interviews with employers through the use of two different techniques. Your assistance will be evaluated by a list of criteria available from your resource person.

3. Given a student who has set up a job interview with an employer, you will assist him in practicing for the interview using simulation techniques. Your assistance will be evaluated by a list of criteria available from your resource person.

FIGURE 4

PERFORMANCE OBJECTIVES DEVELOPED FROM GENERAL OBJECTIVE CRITERIA

EXAMPLE NO. II

General Objective: Establish criteria for selection of student-learners (No. 331).

The following performance objective was developed from the general objective by combining all the criteria into one performance objective.

Based on inputs of representatives of the employing area and other knowledgeable persons, Federal and State legislation, and professional literature you will establish at least 10 criteria for the selection of student-learners for a specific vocational program. The criteria will be evaluated by a resource person according to the checklist.

FIGURE 5

PERFORMANCE OBJECTIVE DEVELOPED FROM GENERAL OBJECTIVE CRITERIA

EXAMPLE NO. III

General Objective: Publicize the purposes and objectives of a community survey (No. 13).

The following performance objectives were developed from the general objective by breaking down the criteria into a larger number of specific performance objectives.

1. Given the purposes and objectives of a community survey, you will determine the information to present and the best method for presentation to achieve community awareness of the community survey. Your selection of information and method of presentation will be evaluated according to a check list.

2. Given the plans for a community survey for a particular community, you will prepare a brochure to inform the public of the proposed community survey. The brochure will be evaluated on the criteria established.

3. Given the plans for a community survey in a particular community, you will prepare a news release to inform the public of the proposed community survey. The news release will be evaluated on the established criteria.

FIGURE 6

PERFORMANCE OBJECTIVES DEVELOPED FROM GENERAL OBJECTIVE CRITERIA

Learning package components. The following example shows that in the development of a learning package, a general objective can be used to develop both the specific performance objectives (enabling and terminal) and an instrument (Figure 7) for evaluating the teacher's attainment of the objectives. Before inspecting the set of performance objectives and the instrument for the sample learning package on Demonstrating a Manipulative Skill, it is suggested that the reader examine General Objective 110 (pages 54-55).

Specific performance objectives generated from General Objective 110 for a learning package on Demonstrating a Manipulative Skill were the following:

Enabling Objectives

1. Upon completion of the required reading, demonstrate your comprehension of demonstrating a manipulative skill. Your comprehension will be assessed by the completion of a self-test.

2. Given the assignment of demonstrating a manipulative skill, make all preparations for the demonstration. Your achievement will be assessed by your completion of the "Self-Test on Preparing to Demonstrate a Manipulative Skill."

3. Given a simulated situation, present a manipulative skill demonstration. Your competency will be assessed by the "Demonstrating a Manipulative Skill Education Instrument."

4. Given the assignment of demonstrating a manipulative skill you will demonstrate a concern for the learner(s). Your competency will be assessed by a resource person using the "Demonstrating a Manipulative Skill Evaluation Instrument."

Terminal Objective

5. In a real school situation, demonstrate a manipulative skill. Your competency will be evaluated by a resource person using the "Demonstrating a Manipulative Skill Evaluation Instrument."

EVALUATION INSTRUMENT*
DEMONSTRATING A MANIPULATIVE SKILL

In helping the student learn an occupation, the teacher will be presenting new manipulative skills through a method of teaching known as the demonstration. If the teacher has given a good demonstration and the students have been good observers and listeners, the students should be ready to attempt to perform the manipulative skill safely and step-by-step.

The following items will be used to evaluate the teacher's demonstration. If the teacher did not accomplish the item, put an X in the box below DID NOT ACCOMPLISH. If the teacher did accomplish the item, put an X in the box which best describes HOW WELL the teacher ACCOMPLISHED the item.

Did the teacher in the demonstration:

	Did Not Accomplish 0	HOW WELL ACCOMPLISHED				
		Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5
1. Have all equipment, tools and materials ready for use?	☐	☐	☐	☐	☐	☐
2. Talk to the students and not to the tools or materials?	☐	☐	☐	☐	☐	☐
3. Present each step of the procedure, task, skill or operation in a logical sequence?	☐	☐	☐	☐	☐	☐
4. Briefly state what step was to be performed, how and why it was performed, and then perform it?	☐	☐	☐	☐	☐	☐
5. Position himself and the students so that each step was easily observed?	☐	☐	☐	☐	☐	☐
6. Present only one method of doing the operation or task while stressing the key points so the task could be completed safely and efficiently?	☐	☐	☐	☐	☐	☐
7. Perform the manipulative skill with ease?	☐	☐	☐	☐	☐	☐

Level of Performance: Acceptable performance will be at least an "average" rating for each item. If the teacher received a "very poor" or "poor" on any item, he must continue to work on that item until he has reached the average or better level. (Note: The resource person may change the acceptable level of performance.)

*This is a revised version of the evaluation instrument used with the project, "Assessment of Micro-Teaching and Video Recording in Vocational and Technical Education." Conducted by The Center for Vocational and Technical Education.

FIGURE 7

AN EVALUATION INSTRUMENT FOR A LEARNING PACKAGE BASED ON GENERAL OBJECTIVE 110

CHAPTER II

GENERAL OBJECTIVES FOR PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

The performance requirements of vocational teachers and teacher-coordinators in the program planning, development, and evaluation function (performance elements 1-51) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in conducting a community survey and an occupational analysis, establishing and working with an advisory committee, and developing and evaluating vocational program plans.

1. Organize a steering committee to assist in the preplanning activities of a community survey.

   Criteria:

   1. Representatives of the community, labor, management, and the school were contacted to serve as members of the steering committee.

   2. Potential members were advised of their role and function in the preplanning activities of the community survey.

   3. Administrative approval was obtained for the potential members before their final selection.

   4. The members of the steering committee were assisted in establishing their organizational structure.

2. Identify the geographical area in which a community survey will be conducted.

   Criteria:

   1. The geographical limits within which the community survey was to be conducted were reasonable in size and in distance from the school.

2. Adjacent school districts and their vocational education programs were considered in identifying the geographical area to be surveyed.

3. The geographical area selected included a variety of vocational employment opportunities.

4. The geographical area selected had potential for placement of students.

3. Obtain administrative approval for conducting a community survey.

Criteria:

1. The school administration was informed of the purpose of the community survey.

2. The budget or financial needs of the community survey were described for the school administration.

3. The plans for the community survey were discussed with the school administration.

4. Oral or written approval for the community survey was obtained from the school administration.

4. Solicit assistance of the vocational education personnel from the state department and/or university in conducting a community survey.

Criteria:

1. The vocational education personnel was informed about the proposed community survey

2. Assistance in survey techniques and procedures was solicited.

3. The vocational education personnel assisted in adapting to the community's specific needs the available information on conducting a survey.

4. The vocational education personnel assisted in the interpretation of research results and preparation of a final report.

5. Adapt existing community survey materials to local needs.

   Criteria:

   1. Existing community survey materials were obtained and reviewed.

   2. The steering committee and other resource persons were consulted for information on adapting existing community survey materials to local needs.

   3. Existing community survey materials were used as models for developing a survey form for the local situation.

6. Consult the chamber of commerce to identify area employers to be contacted in a community survey.

   Criteria:

   1. Information was given to the chamber of commerce about the proposed program and community survey.

   2. A listing of present and projected opportunities for employment was requested.

   3. The chamber of commerce was asked to publicize the community survey to their members.

7. Consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.

   Criteria:

   1. The available services of the local office of the U.S. Employment Service were identified.

   2. Statistical reports of manpower trends and needs were obtained and reviewed with the local U.S. Employment Service personnel.

   3. Copies of pertinent resource materials were obtained for use.

   4. Reports on manpower trends and needs were reviewed periodically.

8. Persuade labor representatives to participate in a community survey.

Criteria:

1. Labor representatives were informed about the purpose of the community survey.

2. The role of labor representatives in conducting the community survey was defined.

3. The advantages of basing the school's vocational program on the results of a community survey were explained to the labor representatives.

9. Involve the steering committee in conducting a community survey.

Criteria:

1. The steering committee was informed about the purpose of the community survey.

2. The steering committee identified area businesses and industries to be contacted for the community survey.

3. Steering committee members were prepared to gather community survey data.

10. Recruit teachers and guidance personnel to participate in conducting a community survey.

Criteria:

1. The purpose of and procedures for conducting a community survey were explained at a faculty meeting.

2. The need was expressed for teachers and guidance personnel to participate in the community survey.

3. Teachers and guidance personnel were contacted to encourage their participation in the community survey.

4. The school administration was asked to encourage teachers and guidance personnel to participate in the community survey.

5. Professional organizations were asked to encourage teachers and guidance personnel to participate in the community survey.

11. Establish communication with employer representatives who will be involved in a community survey.

    Criteria:

    1. Community employers or their representatives were contacted.

    2. The purpose and procedures of the community survey were explained to the employers.

12. Devise a plan of activities for the survey staff to follow in conducting a community survey.

    Criteria:

    1. A community survey format was developed.

    2. A timetable was established for the community survey.

    3. The survey staff's responsibilities were established.

    4. The treatment and use of the community survey were explained.

13. Publicize the purposes and objectives of a community survey.

    Criteria:

    1. Various media were used to inform the school and community about the community survey.

    2. Publicity about the community survey was designed to create public awareness of students' and employers' needs for vocational education.

14. Orient the survey staff to their duties and responsibilities in collecting occupational data.

    Criteria:

    1. Training meetings were held during which purposes, procedures, and schedules were explained.

    2. The survey staff was instructed in survey technique and public relations.

15. Direct students in the collection of data for a community survey.

Criteria:

1. Data to be collected by the students were identified.
2. Students were selected to participate in the community survey.
3. Students were briefed on the purpose and procedure for data collection.
4. Student teams were assigned to their survey responsibilities.
5. Emergency procedures for handling unplanned problems were identified.

16. Collect occupational data from employers to identify vocational education needs.

Criteria:

1. Employers or their representatives were contacted.
2. The adapted community survey materials were used to obtain occupational data from the employers or their representatives.
3. The occupational data collected were organized for processing.
4. Data were analyzed.
5. Data were interpreted.

17. Collect student occupational interest data to identify vocational education needs.

Criteria:

1. Student occupational interest data were obtained from the guidance staff.
2. Students were surveyed to determine their present occupational interests.
3. Data were analyzed to identify vocational education needs.

4. Data were interpreted.

18. Recommend a vocational education program based on findings of the community survey.

Criteria:

1. Presentations were made to the school administration and key community groups outlining the proposed vocational education program based on the community survey.

2. The strategy used in suggesting the vocational education program was based on the community's attitude toward vocational education.

3. The prepared community survey report was utilized in presenting the proposed vocational education program.

19. Disseminate the findings of a community survey.

Criteria:

1. A report was written based on the analysis of the community survey data.

2. The report was submitted to the school administration for approval.

3. Copies of the community survey report were distributed to key people within the school and community.

4. Highlights of the community survey were publicized in the community.

20. Identify the role of the advisory committee.

Criteria:

1. Resource persons and literature on advisory committees were consulted to determine the role of the advisory committee.

2. An outline of the advisory committee's role was prepared.

21. Establish the criteria for selection of the advisory committee members.

Criteria:

1. The functions of the advisory committee were analyzed.

2. Suggestions for selection criteria were solicited from the faculty and school administration.

3. An outline of the selection criteria was prepared.

22. Obtain school board authorization for organizing the advisory committee.

Criteria:

1. Rationale for having an advisory committee was presented.

2. Procedure and criteria for selecting the advisory committee were described.

3. Possible persons who might serve on the advisory committee were suggested.

23. Obtain administrative approval of the selected advisory committee members.

Criteria:

1. A listing of prospective advisory committee members was submitted to the school administration.

2. The qualifications of each person to serve on the advisory committee were presented to the school administration.

24. Publicize to the school and community the establishment of the advisory committee, its members, and its function.

Criteria:

1. The advisory committee members were introduced to the school administration and members of the school board.

2. An announcement of advisory committee members was prepared for local news media.

25. Orient the advisory committee members to their role and function.

Criteria:

1. Members were informed that the function of the advisory committee is to advise the school on the vocational education program, rather than make policies.

2. Members were informed that their advice may be solicited for:

   a. conducting community surveys,

   b. verification of the content of the vocational education program,

   c. support for proposed vocational education legislation,

   d. community support for the vocational education program,

   e. placement of students.

3. A handbook for the members was prepared in which the role and function of the advisory committee were described.

26. Plan the annual agenda to be considered by the advisory committee.

Criteria:

1. A review was made of the goals of the vocational education program.

2. The contribution of the advisory committee toward meeting the goals of the vocational education program was established.

3. Major issues to be considered during the year were outlined.

27. Communicate the date, place, and agenda for the advisory committee meetings to all persons concerned.

Criteria:

1. The date, place, and agenda for advisory committee meetings were verified with the members before being finalized.

2. Information on the advisory committee meetings was communicated to members well in advance of announced meeting dates.

3. Advisory committee members were notified of any changes in meeting dates, place, and/or agenda items.

28. Invite resource persons who can provide consultation service to attend the advisory committee meetings.

Criteria:

1. A plan was outlined for the utilization of resource persons.

2. Prospective resource persons were identified.

3. Resource persons were personally contacted and invited to serve as consultants.

4. The resource person was informed of his function as a consultant.

29. Serve as the liaison for the advisory committee and the school administration.

Criteria:

1. Changes in school administration policy and procedures were reported and interpreted to the advisory committee.

2. Advisory committee recommendations were reported and interpreted to the school administration.

30. Assist in the identification of the school's vocational education purposes and goals.

Criteria:

1. State and national vocational education goals were reviewed in order to determine local goals.

2. Suggestions for vocational education goals were obtained from other vocational teachers and advisory committee members.

3. The suggestions were synthesized to determine the school's vocational education purposes and goals.

31. Determine the occupations for which training is to be offered in the vocational education program.

Criteria:

1. The community survey data were reviewed.

2. Occupations which have the greatest employment demand were identified according to the community survey data.

3. The interest of potential students in training for the occupation was measured and interpreted.

32. Consult the advisory committee in planning an analysis of an occupation.

Criteria:

1. Advisory committee members were involved in planning the procedures to be used in an occupational analysis.

2. Advisory committee members were asked to identify employers who would be willing to participate in an occupational analysis.

3. Suggestions for improving the completed plans for an occupational analysis were solicited from the advisory committee members.

33. Analyze occupations with assistance of employers and labor representatives.

Criteria:

1. Business and labor representatives were contacted to obtain permission for and assistance in making an occupational analysis.

2. Information on the types of jobs within an occupation were obtained from employers and labor representatives.

3. The tasks making up an occupation were identified.

4. Employers and labor representatives were asked to evaluate and revise the list of identified tasks of the occupation.

34. Identify the competencies needed for entry into an occupation.

Criteria:

1. A list of tasks of a given occupation was reviewed to determine the competencies needed to enter an occupation.

2. Competencies needed for entering the occupation were evaluated and modified by employers and employees representing the occupation.

35. Describe the occupational standards of performance for each task in an occupation.

Criteria:

1. Employers and labor representatives were consulted to establish acceptable standards of performance for each task in an occupation.

2. A list of accepted performance standards for each task in an occupation was compiled.

3. The occupational standards of performance were further validated by having employers evaluate them.

36. Assist in writing general objectives for the vocational education program offerings.

Criteria:

1. The federal and state vocational education program plans were reviewed.

2. The community survey report was reviewed to determine the needs of business and industry.

3. The needs and interests of the vocational students were analyzed.

4. The general objectives were developed cooperatively by the members of the vocational faculty.

37. Develop vocational education offerings by clustering and sequencing related tasks.

Criteria:

1. Identified tasks of an occupation were grouped into clusters which made up jobs within the occupation.

2. The tasks within a cluster pertaining to a specific job were sequenced from simple to complex.

3. Time estimations for teaching each cluster were made to provide a basis for structuring each offering.

38. Identify the skill, knowledge and attitudes required for the performance of each task included in a vocational education offering.

Criteria:

1. Reference materials on the specific occupation were analyzed for information on content related to the occupation.

2. A brief description of the knowledge and attitudes needed to prepare a person to do each task in an occupation was written.

3. The identified knowledge and attitudes were validated by having them reviewed by people engaged in the occupation.

39. Write student performance objectives for the vocational education offering.

Criteria:

1. Performance objectives were written in terms of behavioral changes in the student.

2. The important conditions under which each of the performance objectives was to take place were described.

3. Specific criteria to measure performance were identified.

4. Each performance objective identified only one specific behavior.

5. The psychomotor, affective and cognitive domains were represented.

40. Consult the advisory committee in developing a long-range program plan for vocational education.

Criteria:

1. Information relevant to present enrollment, projected enrollments, facilities, equipment, and projected expansion of offerings was compiled for the advisory committee.

2. Advisory committee members were involved in selecting priority needs for the vocational education program.

3. Advisory committee members were asked to review and react to the proposed long-range program plan.

41. Analyze long-range needs for the offerings of the vocational education program.

Criteria:

1. The occupational opportunities available in the area were identified.

2. Projected enrollment data were analyzed.

3. A list was made of priorities for projected offerings.

42. Specify the long-range facility, equipment, and supply needs for the vocational education program.

Criteria:

1. The inventory of facilities, equipment, and supplies was analyzed.

2. Projected enrollment data were analyzed in determining long-range facility, equipment, and supply needs.

3. Priority needs for facilities, equipment, and supplies were identified.

43. Assist in the preparation of a long-range budget for the vocational education program.

Criteria:

1. The long-range master budget was developed from a projection of:

a. enrollments by levels,

b. program goals,

c. instructional activities.

2. The costs of equipment and facility needs were estimated.

3. Salary needs for existing and projected programs were estimated.

44. Identify the long-range needs for employing faculty for the vocational education program.

Criteria:

1. Projected enrollments for the vocational education program were examined to determine faculty needs.

2. Industrial and business growth estimates for the community were examined.

3. Plans for new vocational education programs were reviewed to determine faculty needs.

4. Projected changes in methods of instruction were determined to establish faculty needs.

45. Assist in preparing the long-range program plan for vocational education.

Criteria:

1. Program evaluation inputs were considered and incorporated.

2. An estimated student enrollment was included in the long-range program plan.

3. Plans for new offerings were included in the long-range program plan.

4. Future equipment needs were included in the long-range program plan.

5. Supply needs were projected for the long-range program plan.

6. The estimated number of additional faculty was included in the long-range program plan.

7. The need for additional facilities was included in the long-range program plan.

46. Analyze continual follow-up information on the placement, employment, and training status of each graduate of the vocational education program.

Criteria:

1. Follow-up data from graduates were collected regularly.

2. The follow-up data were organized, tabulated and analyzed.

3. An annual summary based on the follow-up data was prepared.

47. Obtain follow-up data from employers of graduates of the vocational education program.

Criteria:

1. A systematic plan for collecting follow-up data was developed.

2. Information was obtained on jobs held by graduates, satisfaction of employers with graduates, job advancements of graduates, and relationship of position to training received.

3. Follow-up data were tabulated, summarized, and reported.

48. Determine the reasons students leave the vocational education program.

Criteria:

1. Records identifying students who left the vocational education program were maintained.

2. Interviews were conducted with the students, their parents, employers, teachers, and peers.

3. Tests which showed the student's capabilities and interests were reexamined.

4. All information concerning the student was analyzed to determine the reason for his leaving the program.

49. Review supervisory evaluation reports for assessing the vocational education program.

Criteria:

1. The supervisory evaluation reports were analyzed.

2. The data obtained from the analysis of the evaluation reports were utilized in improving the vocational education program.

50. Assess the relevancy of the vocational education offerings.

Criteria:

1. Employment records of graduates and dropouts were studied.

2. Graduates and dropouts were interviewed to assess the relevancy of the vocational education offerings.

3. Employers were contacted to determine the relevancy of the vocational education offerings.

51. Disseminate a summary of the vocational education program evaluation to administrators, advisory committee members, and members of the board of education.

Criteria:

1. A summary of the vocational education program evaluation was prepared.

2. Copies of the summary were given to members of the board of education.

3. Copies of the summary were given to the school administrators.

4. Copies of the vocational education program evaluation summary were distributed to the advisory committee.

CHAPTER III

GENERAL OBJECTIVES FOR PLANNING OF INSTRUCTION

The performance requirements of vocational teachers and teacher-coordinators in the planning of instruction function (performance elements 52-78) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in structuring offering units and lessons, and selecting and developing instructional materials.

52. Review general objectives for the vocational education offerings.

    Criteria:

    1. The general objectives for the vocational education offerings were analyzed.

    2. The contribution of each offering to the attainment of the goals of the vocational education program was determined.

    3. Adjustments in offerings were made in order to meet the goals of the vocational education program.

53. Review student performance objectives developed for the vocational education offerings.

    Criteria:

    1. Student performance objectives were analyzed for their potential for a specific offering.

    2. Adjustments were made in student performance objectives to meet the general objectives of the offering.

54. Sequence student performance objectives for an offering in the vocational education program.

32/33

Criteria:

1. The sequence was based on the needs and abilities of students.

2. The sequence of student performance objectives was developed in a logical order from the simple to the complex and from the known to the unknown.

3. A matrix was developed to facilitate in the selecting and sequencing of laboratory projects.

55. Determine student needs and interests.

Criteria:

1. Data from the students' cumulative records were collected and used as a basis for determining students' needs and interests.

2. Information was obtained from the students through the use of instruments such as questionnaires and check lists.

3. Data were analyzed to ascertain individual and group needs concomitant with the expected level of achievement.

4. Students were encouraged to discuss their needs and interests.

5. Interviews were conducted with parents to determine student needs and interests.

6. Other professional staff members were consulted for information on student needs and interests.

56. Involve the students in planning a unit.

Criteria:

1. Opportunities were identified for student involvement in planning a unit.

2. Resource materials were used to stimulate student interest in unit planning.

3. All students were encouraged to contribute ideas for the unit.

57. Select student performance objectives for a unit.

Criteria:

1. Final selection of student performance objectives for the unit was made in cooperation with the students.

2. The student performance objectives were based on student needs, time, and facilities.

58. Write content outline for a unit.

Criteria:

1. Resource materials were utilized in writing the content outline for a unit.

2. The content was based upon student performance objectives.

3. Content was selected on a variety of difficulty levels to provide for individual differences.

4. Content was planned in relation to time, money, and material resources.

59. Correlate unit content with on-the-job and/or laboratory experiences.

Criteria:

1. Individual student-learner training plans were analyzed to determine related instructional needs.

2. Unit content was organized and made available for use when needed by students on the job and/or in the laboratory.

60. Determine for a unit group and individual learning experiences based on individual differences of students.

Criteria:

1. Resource materials on planning for individual differences were reviewed.

2. The composition of the class in relation to individual needs and abilities was assessed.

3. A plan for group and individualized instruction based on student needs and abilities was formulated.

4. Experiences were selected in terms of the available resources.

61. Select methods of evaluating student performance throughout a unit.

Criteria:

1. Specific criteria to measure student performance were established cooperatively with students.

2. The criteria were stated in measurable behavioral terms which could be measured.

3. The criteria were based on attributes and performance standards necessary for entry-level employment.

4. Evaluative criteria were based on the student performance objectives for the unit.

5. A variety of methods of evaluation was selected to provide for individual student differences.

6. The method of evaluation chosen was based on the type of student performance being evaluated.

62. Identify the student performance objectives for a lesson.

Criteria:

1. Students were involved in the selection of student performance objectives for the lesson from the list formulated for the unit.

2. Specific student performance objectives for the lesson were developed from the selected student performance objectives.

3. The statements of the student performance objectives for the lesson were written so that they were understood by both teacher and students.

4. Each statement contained only one student performance objective to prevent confusion and to facilitate identification.

5. The conditions under which each of the student performance objectives was to take place were described.

63. Select teaching techniques for a lesson.

Criteria:

1. The advantages and disadvantages of various teaching techniques were analyzed in regard to meeting student performance objectives.

2. Individual differences were considered in selecting teaching techniques.

3. Available resources were considered in selecting teaching techniques for a lesson.

64. Plan the introduction of a lesson.

Criteria:

1. The student performance objectives of the lesson were specified.

2. The introduction explained the importance of achieving the student performance objectives from the student's viewpoint.

3. Instructional media and aids were selected.

4. The introduction related the lesson to the students' knowledge and experience.

5. The introduction included ideas on how the student performance objectives could be accomplished.

6. The plan included a strategy for student-teacher interaction.

65. Plan the content of a lesson.

Criteria:

1. Specific student performance objectives for the lesson were reviewed.

2. The selected content included information necessary for the achievement of the specific student performance objectives.

3. The selected content provided for individual and group experiences on students' comprehension and/or performance level.

4. Instructional media and aids were selected.

66. Plan the summary of a lesson.

Criteria:

1. Techniques to be used in the summary were selected.

2. Plans included involving the students in summarizing the lesson.

3. The lesson content was analyzed for major points to be included in the summary.

4. Instructional media and aids were selected.

67. Plan student learning experiences for a lesson.

Criteria:

1. Specific student performance objectives were used as a guide in the selection of learning experiences.

2. Curriculum guides and other instructional materials were reviewed for potential learning experiences.

3. The identified experiences were based on the students' needs, interests, and ability levels.

4. The selected experiences reflected the limitations and potential of the classroom and on-the-job settings.

68. Select methods of evaluating students' attainment of specific student performance objectives.

Criteria:

1. Specific criteria to measure performance were established cooperatively with students.

2. The criteria were stated in behavioral terms which could be measured.

3. The criteria were based on attributes and performance standards necessary for entry-level employment.

4. Evaluative criteria were based on the specific student performance objectives for the lesson.

5. A variety of methods of evaluation was selected in order to provide for individual student differences.

6. The method of evaluation chosen was based on the type of performance being evaluated.

69. Write a lesson plan.

Criteria:

1. The lesson was based on the specific student performance objectives.

2. The introduction to the lesson was prepared.

3. An outline of the content of the lesson (major concepts) was prepared.

4. The techniques and methods to be used in presenting the lesson were identified.

5. Learning experiences were selected based on the individual differences of students.

6. A summary of the lesson was prepared.

7. Evaluation devices and/or techniques to be used were identified.

8. Resource materials were specified.

70. Obtain textbook, reference, and other instructional materials.

Criteria:

1. All possible sources were investigated to determine textbook, reference, and other instructional materials.

2. The instructional materials were selected in relation to the individual student's needs, abilities, and interests.

3. The instructional materials were comprehensive and current.

4. A periodic review and evaluation were made of all resource materials.

71. Select tools and/or equipment for a lesson.

Criteria:

1. Specific student performance objectives were analyzed to determine the total needs for tools and/or equipment.

2. Students were encouraged to offer suggestions for tools and/or equipment.

3. A listing was compiled of the needed tools and/or equipment for the lesson.

72. Assemble consumable supplies for instructional purposes.

Criteria:

1. Consumable supplies to be used during the lesson were identified.

2. Consumable supplies needed for the lesson were made available for students.

73. Develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.

Criteria:

1. The instructional materials developed aided in the achievement of the specific student performance objectives.

2. The instructional materials developed were based on the students' interests and abilities.

3. The time and cost involved in developing quality instructional materials were in proportion to the instructional value of the materials.

74. Involve students in the preparation of instructional materials.

Criteria:

1. Students contributed ideas for the instructional materials to be developed.

2. Students were encouraged to utilize their creative talents in developing instructional materials.

3. Students were involved in the operation of machines for the preparation of instructional materials.

4. Students were encouraged to evaluate their work and seek ways of improving the instructional materials.

75. Obtain programmed instructional materials.

Criteria:

1. Sources of programmed instructional materials were identified.

2. Samples of programmed instructional materials were obtained.

3. The programmed instructional materials were analyzed in relation to instructional goals.

4. Specific programmed instructional materials were selected.

76. Prepare instructional materials with a spirit duplicator.

Criteria:

1. The spirit duplicator was the most suitable and economical method for the reproduction of the materials.

2. The directions supplied with the machine were followed as to its use and care.

3. An expert was contacted when unsure of the operation of the machine.

4. The quality of the reproduced materials was in proportion to its instructional value.

77. Prepare instructional materials with a stencil duplicator.

Criteria:

1. The stencil duplicator was the most suitable and economical method of reproducing the materials.

2. The directions supplied with the machine were followed as to its use and care.

3. An expert was contacted when unsure of the operation of the machine.

4. The quality of the reproduced materials was in proportion to its instructional value.

78. Prepare instructional materials (hard copy and transparency) with a photocopier.

Criteria:

1. The specific copying method used was most suitable and economical.

2. The directions for proper use and care of the machine were followed.

3. An expert was contacted when unsure of the operation of the machine.

4. The quality of the reproduced materials was in proportion to its instructional value.

CHAPTER IV

GENERAL OBJECTIVES FOR EXECUTION OF INSTRUCTION

The performance requirements of vocational teachers and teacher-coordinators in the execution of instruction function (performance elements 79-138) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in utilizing instructional strategies and media and directing individual and group learning activities.

79. Conduct field trips.

Criteria:

1. Students were involved in planning the learning outcomes of the field trip.
2. The field trip plan was developed in cooperation with the agency to be visited.
3. Students were given an orientation before the field trip.
4. Students were involved in evaluating the field trip.
5. Students were involved in summarizing the key concepts of the field trip.

80. Direct students in gathering information from sources in the community.

Criteria:

1. The need for the community information was established with the students.
2. The teacher aided the students in determining the persons in the community to contact.
3. The method of gathering the information was established.

4. Students were guided in the procedures for gathering the information.

5. The information secured was utilized according to the established objectives.

81. Conduct symposiums.

Criteria:

1. The problem to be discussed was selected cooperatively with the students.

2. The leader and participants were chosen for the symposium.

3. The leader introduced each symposium member and announced his topic.

4. A series of short reports was given on the selected topic.

5. Following the presentations, questions were asked from the audience.

6. The leader summarized the points made by the symposium members.

82. Conduct brainstorming sessions.

Criteria:

1. The purpose and procedures of the brainstorming session were explained.

2. A leader and recorder were selected for each group of 10-12 students.

3. A topic for the brainstorming session was selected and presented.

4. Wild, daring, and even improbable ideas were invited and welcomed.

5. A large quantity of ideas was obtained and recorded on the selected topic.

6. Another session was planned to appraise the quality of the ideas.

83. Direct student presentations.

Criteria:

1. A preplanning session was conducted with the student to cover the following points:

   a. selection of the type of presentation,

   b. goals, key points, and techniques for the presentation,

   c. equipment, tools, materials, and visual aids needed for the presentation,

   d. set-up for the presentation.

2. The teacher introduced the student to the class and emphasized the purpose of the presentation.

3. Class members were involved in the evaluation of the student presentation.

4. Constructive suggestions were given to the student for improvement of the presentation.

5. Misunderstandings were clarified, necessary information was added, and key points were reinforced.

84. Direct students in instructing other students.

Criteria:

1. The desirability of utilizing students to instruct others was determined for each situation.

2. The more capable students were directed in instructing slower students.

3. Students who had progressed beyond the group instructed those who needed help with assignments.

4. The teacher developed definite plans for the instruction with the student who would do the instructing.

85. Direct simulation techniques.

Criteria:

1. The simulation technique was used as an aid in meeting student performance objectives.

2. Resources were obtained for the simulation experience.

3. Students were oriented to the simulation technique.

4. The specific simulation experience was introduced to the students.

5. Students were given assistance in carrying out the simulation experience.

6. The major concepts to be learned from the simulation experience were summarized.

7. Students were involved in evaluating the simulation experience.

86. Conduct group supervised study.

Criteria:

1. Students were instructed in effective study techniques.

2. Questions and objectives for guiding supervised study were formulated cooperatively with the students.

3. Students were assisted in using suggested resource materials.

4. An environment conducive to study was provided.

87. Direct student laboratory experience.

Criteria:

1. The laboratory lesson was based on individual student needs.

2. Time was allowed for student discussion of the laboratory lesson.

3. Individual student progress and skills were checked.

88. Direct students in applying problem-solving techniques.

Criteria:

1. The student was guided in identifying the problem.

2. The student was aided in defining and delimiting the problem.

3. The student was helped in gathering evidence to solve the problem.

4. The student was aided in formulating and testing possible solutions for the problem.

89. Present information through case study problems.

Criteria:

1. A specific case problem was presented.

2. The issues concerning the problem were based on the students' levels of understanding.

3. The class considered all phases and aspects of the problem and possible solutions were assessed.

90. Present information by the project method.

Criteria:

1. The teacher assisted the student in selecting a project that would help him attain a definite goal and be of value to him as an individual.

2. The availability and cost of equipment and materials as well as the time required were considered in the selection of the project.

3. Resources and instructional materials were suggested as guides for the student.

4. Students were instructed in keeping a record of their progress.

5. Evaluation of the project was continuous, so the student and the teacher were aware of the student's progress toward project goals.

91. Direct student study of textbooks, bulletins, and pamphlets.

Criteria:

1. The resource materials selected were suited to the student's ability level.

2. Students were guided in selecting pertinent information from resource materials.

3. Students were guided in adapting their reading technique to the material to be read.

4. Students were aided in evaluating their reading material and keeping an accurate record of important information obtained and resources used.

92. Direct student study of information and assignment sheets.

Criteria:

1. Information and assignment sheets were used as a teaching device to supplement instruction presented by the teacher.

2. The teacher made a frequent check of student use of information and assignment sheets to provide needed assistance.

3. Evaluation was continuous so the student would be able to assess his progress.

93. Direct students in preparing laboratory work or job plans.

Criteria:

1. Students were aided in using resource materials in preparing work or job plans.

2. The kind and amount of planning was varied to fit the need of the individual student.

3. All equipment and supplies needed for the job were listed.

4. All operations were listed in the proper sequence.

5. A schedule was planned for completing the job.

94. Guide student progress through the use of operation and/or job sheets.

Criteria:

1. The operation and job sheets were checked to see that they included clear and explicit directions.

2. The operation and job sheets were checked regularly to determine student progress.

3. The student's performance was evaluated on his utilization of the operation and job sheets.

95. Lead group discussions.

Criteria:

1. Discussion guidelines were established cooperatively with the students.

2. The topic to be discussed was introduced in a stimulating manner.

3. The discussion was maintained by interjecting questions, recognizing nonverbal cues, providing direction when needed, using internal summaries, and seeking a balance of participation.

4. A summary of the important points was given in closing the discussion session.

96. Conduct panel discussions.

Criteria:

1. General directions were explained to panel participants.

2. The topic and the individual panel members were introduced.

3. Contributions made by panel members were integrated into the summaries of the main points.

4. Questions relevant to the topic were presented to sustain interest in the discussion.

5. A general discussion or question period followed the panel presentation.

6. Pertinent remarks made by panel members and the audience were summarized.

97. Conduct buzz groups.

Criteria:

1. The class was divided into small groups.
2. The problem for discussion was presented.
3. A short time limit was established for the buzz group.
4. Each buzz group selected a leader and recorder.
5. At the close of the established time limit each group reported to the entire class.

98. Employ question box technique.

Criteria:

1. The purpose of the question box was explained to students.
2. Students were encouraged to contribute to the question box.
3. A question box was placed in a convenient location.
4. Variations of the question box technique were used.

99. Employ role-playing techniques.

Criteria:

1. The role-playing situation was directly related to the student performance objectives.
2. The teacher either presented the role-playing situation himself or student volunteers were used as participants.
3. The props provided facilitated the role-playing situation.
4. The teacher monitored the role-playing situation by assuring the following:
   a. role-playing situation was introduced,
   b. the role-playing material was not embarrassing or harmful to participants,

c. balanced participation was maintained by reversing roles or injecting information,

d. the role-playing was terminated when student performance objectives were met or when the situation ceased to be constructive.

5. The main ideas presented in the role-playing situation were summarized and evaluated through group discussion.

100. Introduce a lesson.

Criteria:

1. The importance of the specific student performance objectives was established.

2. Students were aided in identifying what they were to do to achieve the specific student performance objectives.

3. New information was related to the students' past experiences.

4. Students were encouraged to ask questions, make comments, and express ideas.

5. Instructional media and aids were used to increase interest in the lesson.

6. The criteria on which the students were to be evaluated were established.

101. Obtain summary for a lesson.

Criteria:

1. Student cues were used in determining the students' readiness to summarize.

2. Adequate time was planned for a satisfactory summary.

3. A logical sequence was demonstrated in drawing together the major concepts of the lesson.

4. Students were involved in summarizing.

5. The summary related to past and future lessons.

6. The students' knowledge and understanding of the major concepts presented were evaluated.

102. Employ oral questioning techniques.

Criteria:

1. Oral questions were used to stress important points, to encourage contributions from the students' own experiences, to check errors in thinking, to direct thinking of students, and to discover special abilities of individual students.

2. Questions were directed to the entire class before calling upon an individual for a response.

3. Students were given an opportunity to think about the question and to formulate an answer.

4. Each student was given an opportunity to participate, based on his ability and past experience.

5. Questions were presented in a logical sequence to maintain continuity of ideas.

6. Questions requiring only a "yes" or "no" answer were used sparingly.

7. The teacher repeated the student's answer only if there was a need for special emphasis or clarity.

8. The questions used were concise and included only one idea.

9. Attention and consideration were given to each student's response.

10. Various types of simple recall and thought level questions were employed in the lesson.

103. Acknowledge student verbal and nonverbal cues.

Criteria:

1. The teacher remained alert to possible student verbal and/or nonverbal cues.

2. Student verbal and/or nonverbal cues were interpreted and a decision made as to a response.

3. The selected response was made to the student's verbal and/or nonverbal cue.

104. Enrich instruction to challenge the abilities of the more capable student.

Criteria:

1. Additional or in-depth study opportunities were provided for the more capable students.

2. Advanced assignments were given the more capable students.

3. A reward system was established for the more capable student's additional or in-depth studies.

105. Reinforce learning.

Criteria:

1. The teacher studied the specific student performance objectives to determine the reinforcement techniques to use.

2. Students' individual needs were considered in the selection of techniques of reinforcement.

3. The teacher used such techniques as the following to reinforce learning: audio and videotape recording feedback, summaries and reviews, programmed materials, individual and group assignments, emphasis by repetition (e.g., drills), and recognition of positive behavior.

106. Provide remedial work for slow learners.

Criteria:

1. The specific problems of the slow learner were diagnosed.

2. Individualized instruction was provided for the slow learner to meet his specific needs.

3. Resource materials on the student's comprehension level were provided.

4. Realistic and meaningful learning experiences were provided for the slow learner.

107. Employ reward techniques.

Criteria:

1. The reward technique employed was suited to the situation.

2. Teacher approval was shown by gestures, smiles, and verbal expressions.

3. Each student was rewarded on his own progress and achievement.

108. Establish frames of reference to enable the students to understand a situation from several points of view.

Criteria:

1. Students were led in analyzing the topic from different viewpoints.

2. Techniques such as role playing, case studies, and analogies were utilized in establishing frames of reference.

109. Apply nonverbal techniques.

Criteria:

1. Gestures were used to clarify and emphasize ideas.

2. The teacher's facial expressions were suited to the impression he wanted to make on the students.

3. The dramatic pause was utilized to express depth of feeling and to emphasize important points.

110. Demonstrate a manipulative skill.

Criteria:

1. All equipment, tools and materials were ready for use.

2. The demonstration was directed to the students and student cues were utilized to make the demonstration effective.

3. Each step of the demonstration was identified, explained, and performed in proper sequence.

4. The demonstration was easily seen by the students.

5. Instructional media and aids were used to clarify any step that could not be clearly demonstrated.

6. The method commonly used in the field for performing the task was demonstrated.

7. Critical safety points of operation were listed for the students.

8. The demonstration was performed under actual or simulated working conditions.

9. Procedural steps of the operation were summarized.

10. Feedback was solicited from students to evaluate their understanding of the demonstration.

111. Present a concept or principle through a demonstration.

Criteria:

1. The demonstration illustrated the proper use of equipment, tools, and materials.

2. The demonstration was set up so it could be easily viewed by each student.

3. The teacher demonstrated and explained the new concept or principle in relation to previous instruction.

4. Each step of the demonstration was related to the concept or principle being presented.

5. Instructional media and aids were planned to illustrate steps that could not be demonstrated clearly.

6. The teacher reviewed the steps at the conclusion of the demonstration.

7. The teacher solicited feedback from the students to evaluate their understanding of the concept or principle presented.

8. The teacher requested the students to analyze a new situation in relation to the concept or principle.

112. Give a lecture.

Criteria:

1. The purpose of the lecture was stated.

2. Students were prepared to receive, accept, and assimilate the material to be presented.

3. The lecture was presented in a clear, audible voice.

4. The attention of the students was held throughout the lecture by using examples, experiences, and anecdotes to illustrate basic ideas.

5. Key points were reviewed following the introduction of important concepts.

6. Important points were summarized at the close of the lecture.

7. Student feedback was solicited to evaluate their understanding of the information presented.

113. Give an illustrated talk.

Criteria:

1. An introduction covering the purpose of the talk was presented.

2. Students' ability level determined what and how information was presented.

3. Instructional media and aids were selected for the illustrated talk and used to complement, clarify, and add perspective to the lesson.

4. Student feedback directed the course of the lesson and the use of the instructional media and aids.

5. Key points of the illustrated talk were summarized during closure.

114. Present information with analogies.

Criteria:

1. The analogy was the best technique for clearly presenting information to the students in the particular situation.

2. The analogy was well planned and presented in a manner that would be understood by the students.

3. The analogy explained or proved the unknown by comparing it to the known.

115. Present information by use of individualized instruction.

Criteria:

1. The instruction was based on the individual needs of the student.

2. Resources and instructional materials were suggested and the student was guided in their use.

3. Assignments were reviewed with the student and questions were answered.

4. The student was guided in determining the key points of information in the assignment.

5. Evaluation was continuous so the student would be able to assess his progress.

116. Present information through team teaching.

Criteria:

1. Plans were made cooperatively by members of the teaching team.

2. Large-group instruction was used to set the stage for the learning process.

3. Small seminar-type classes were used for more individualized instruction.

4. Independent study provided the setting for the student to explore in depth subject matter of special interest to him.

117. Give an assignment.

Criteria:

1. The purpose of the assignment and its relation to the specific student performance objectives were explained.

2. Students were involved in formulating the assignment.

3. Instructions for completing the assignment were given and time was provided for student questions.

4. The criteria for evaluating the assignment were explained.

5. The assignment was based on students' needs and abilities.

6. Facilities and equipment were made available for specialized assignments.

118. Present information with the assistance of a resource person.

Criteria:

1. The resource person was oriented to the purpose of the lesson, special needs or interests of the class, his role in the lesson, and time allotments.

2. The specific purpose of the resource person's presentation was explained in the introduction.

3. The resource person presented special information and answered questions relating to his area of specialization.

4. After the resource person's presentation, the teacher involved students in reviewing and evaluating the information.

119. Present information with bulletin boards.

Criteria:

1. The bulletin board was used to display educational information relating to student performance objectives.

2. Display materials were selected for such purposes as motivation, clarification of information, stimulation of thought, presentation of a concept, initiation of class discussion, and reinforcement of learning.

3. Students were involved in planning and developing the bulletin board.

120. Present information with exhibits.

Criteria:

1. The exhibit was used to display educational materials relating to student performance objectives.

2. The exhibit was selected for such purposes as motivation, clarification of information, stimulation of thought, presentation of a concept, initiation of class discussion, and reinforcement of learning.

3. Students were involved in planning and setting up the exhibit.

121. Illustrate with models and real objects.

Criteria:

1. The decision was made whether the real object or a model would be more suitable for the instructional purpose.

2. The models or real objects were used to meet student performance objectives.

3. The model accurately represented the real object.

4. The models provided interior views which are normally invisible with nonessentials removed so that fundamentals could be observed more easily.

5. Specific features in the models were accented through the use of color, texture, and moving parts.

122. Present information with an overhead projector.

Criteria:

1. The overhead projector was used to present information that would aid in the clarification of the lesson.

2. The manufacturer's guidelines were followed in setting up the projector.

3. Materials selected were at the students' comprehension level.

4. The illustrations were integrated and sequenced into the lesson.

5. A variety of projection techniques was used.

6. All students were able to see and read the projected materials.

123. Present information with an opaque projector.

Criteria:

1. The opaque projector was used to present information that would aid in the clarification of the lesson.

2. The teacher integrated and sequenced the illustration into the lesson.

3. The image was projected for easy viewing by all the students.

4. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.

124. Present information with filmstrips.

Criteria:

1. The filmstrip was secured, previewed, and evaluated on the basis of student performance objectives.

2. Seating was arranged so everyone could see and hear the filmstrip presentation.

3. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.

4. An introduction which included the purposes of the lesson was given prior to showing the filmstrip.

5. The filmstrip was integrated into the presentation of the lesson.

6. Students were guided in summarizing the major concepts of the filmstrip.

125. Present information with slides.

Criteria:

1. The slides were secured, previewed, and evaluated on the basis of student performance objectives.

2. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.

3. The physical facilities were arranged for optimum viewing.

4. An introduction was made to prepare students for the slide viewing.

5. After the viewing, a summary emphasized key points and clarified misunderstandings.

126. Present information with sound motion pictures.

Criteria:

1. The film was secured, previewed, and evaluated on the basis of student performance objectives.

2. The film was suitable in length for the lesson and class period.

3. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.

4. The screen was arranged so that all students could see.

5. Purposes were presented in an introduction to the film.

6. Efficient operation of equipment provided a good learning situation by considering items such as focus and volume.

7. A group discussion for summary and evaluation was conducted after the film presentation.

127. Present information with single concept films.

Criteria:

1. The single concept film was secured, previewed, and evaluated on the basis of student performance objectives.

2. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.

3. The single concept film was used for such purposes as clarification, presentation, or review.

4. The operation of the equipment was demonstrated for the students.

5. The teacher was available to give assistance and answer questions.

128. Present information with an audio recorder.

Criteria:

1. The tapes were secured, previewed, and evaluated on the basis of student performance objectives.

2. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.

3. Physical facilities were planned for optimum audio reception.

4. The information on the recording was described and students were pre-cued as to critical content.

129. Present information with a video recorder or closed circuit television.

Criteria:

1. The video recorder or closed circuit television was used for such purposes as original presentation, clarification, and reinforcement of learning.

2. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.

3. The physical facilities were arranged for optimum viewing.

4. An introduction was given before information was presented.

5. After the viewing, a discussion period was utilized to emphasize concepts and clarify any misunderstandings.

130. Present information with a tele-lecture.

Criteria:

1. A resource person was contacted and scheduled for the lecture.

2. Arrangements were made for the necessary equipment and facilities for the specified date.

3. Instructions for procedures to be followed for the tele-lecture were given the students.

4. The resource person was introduced and the purpose of the presentation was explained.

5. The students were given an opportunity to ask questions throughout the tele-lecture.

6. Key points of the tele-lecture were summarized.

131. Present information with a record player.

Criteria:

1. The student performance objectives were considered in selecting the records.

2. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.

3. Physical facilities were arranged for optimum audio reception.

4. The information on the records was described and students were pre-cued as to critical content.

5. Students were involved in summarizing the major concepts presented in the records.

132. Present information with educational television.

Criteria:

1. The advance schedules and resumes of television programs were analyzed to determine if the program would aid in meeting student performance objectives.

2. An introduction was given for the television program to prepare the students for viewing.

3. Group discussion was conducted following the viewing of the television program to emphasize major points and clarify any misunderstandings.

133. Direct teaching machine programmed instruction.

Criteria:

1. The programmed instruction materials were selected on the basis of the individual needs of students.

2. The skill or concept to be taught was identified.

3. Only those programmed materials tested and shown effective were used to present the skill or concept.

4. The use of the teaching machine was demonstrated.

5. The teacher was available to supplement the programmed instruction materials.

134. Present information by computer-assisted instruction.

Criteria:

1. The type of computer-assisted instruction needed to meet the student performance objectives was selected.

2. The teacher programmed the instruction or assisted the programmer, so that material would meet student performance objectives.

3. Random-access facilities involving remote stations were utilized to supplement regular classroom instruction.

4. Student response systems in multi-media classrooms were used to provide the instructor with immediate indications of student responses to instructional material.

5. Students were assisted in using the computer console system in the instructional program.

135. Direct written programmed instruction.

Criteria:

1. The programs were selected to meet the needs and interests of the students.

2. Students were given guidance in understanding directions and procedures to follow in using the materials.

3. The teacher checked student progress and assisted with any difficulty.

136. Present information with the aid of a flannel board.

Criteria:

1. The flannel board was used for purposes such as introducing the lesson, highlighting key points, and summarizing the lesson.

2. All flannel board materials were prepared and/or obtained and assembled in advance.

3. The flannel board was set up for easy viewing by all members of the class.

4. The illustrative materials to be used on the flannel board were large enough for easy viewing and ease of manipulation.

137. Present information with the aid of a flip chart.

Criteria:

1. The flip chart materials were selected to meet student performance objectives.

2. All materials were assembled before the lesson was presented.

3. The flip chart was set up for easy viewing by all members of the class.

4. Detailed illustrations were put on the flip chart in advance of the lesson.

5. The writing was legible, and the illustrations were clear.

6. The teacher maintained eye contact with the students while using the flip chart.

7. Students were involved in utilizing the information on the flip chart in summarizing the lesson.

138. Present information with the aid of a chalkboard.

Criteria:

1. The chalkboard material aided in achieving the student performance objectives.

2. Detailed illustrations were put on the board before class and concealed from students until they were introduced in the lesson.

3. Complex illustrations were clear and legible and were shown in a step-by-step manner.

4. All students were able to see the illustrations and read the writing.

5. The teacher maintained eye contact with the students while using the chalkboard.

6. Students were involved in utilizing the information on the chalkboard in summarizing the lesson.

CHAPTER V

GENERAL OBJECTIVES FOR EVALUATION OF INSTRUCTION

The performance requirements of vocational teachers and teacher-coordinators in the evaluation of instruction function (performance elements 139-164) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in developing criteria and instruments for assessing student performance and quality of instruction.

139. Establish criteria for student performance.

Criteria:

1. School policy concerning student performance was reviewed.
2. Existing criteria were adjusted to present needs.
3. Criteria were established cooperatively by the vocational faculty and students.
4. The criteria were based on student performance objectives and/or entry-level occupational requirements.

140. Formulate a system of grading consistent with school policy.

Criteria:

1. School grading policies were reviewed.
2. The goals and general objectives for the particular vocational education program were studied.
3. Student performance in related instruction and the laboratory or on-the-job experience was considered in determining the total grade.
4. The grading system was discussed with the vocational faculty and students and the advisory committee.

141. Appraise students' products according to occupational performance standards.

Criteria:

1. An excellent model of the product was exhibited.
2. The teacher and student frequently evaluated the student's product during production.
3. A product evaluation scale was developed cooperatively with the students.
4. Completed products were evaluated using the model and the evaluation scale.
5. Students were informed of the evaluations of their products and their final grades.

142. Appraise students' performance in relation to student performance objectives.

Criteria:

1. Each student performance objective was examined by the teacher and student to determine the necessary student achievement.
2. Decisions were reached as to which type or form of evaluation device or item was needed to assess student achievement.
3. The student performance objectives were continuously evaluated.

143. Evaluate individualized assignments completed under directed study.

Criteria:

1. Individualized assignments were reviewed.
2. Evaluation performance devices and/or tests for the assignments were selected or constructed.
3. The evaluative device and/or test was administered when the assignment was completed.
4. The completed evaluative device and/or test was checked by the student and teacher.

5. Interpretation of the evaluation results was discussed with the student.

144. Devise self-evaluation techniques for use by students.

Criteria:

1. Self-evaluation techniques applicable to the situation were identified.

2. Rating sheets and checklists were developed cooperatively with the student on the basis of the identified criteria.

3. Instructions for the self-evaluation techniques were prepared for the students.

145. Arrange for students to evaluate their own progress.

Criteria:

1. The purpose of self-evaluation rating sheets and checklists was discussed with the students.

2. Instructions for self-evaluation were explained to the students.

3. Assistance was given to students in making their self-evaluations.

146. Engage in cooperative evaluation of achievement with students.

Criteria:

1. Students were guided in discussing problems they had involving self-evaluation.

2. The teacher's evaluation of the student and the student's self-evaluation were compared.

3. A final evaluation of student achievement was determined.

147. Determine student's grade based on related instruction and laboratory or on-the-job experience.

Criteria:

1. A recording form was utilized to incorporate essential data for the students' related instruction and laboratory or on-the-job experience.

2. The grade was determined for the students' performance on related instruction.

3. The grade was determined for the students' performance on laboratory or on-the-job experiences.

4. The grade for each was weighted to determine its proper relationship to the total grade.

5. The final grade for the student was determined by adding the weighted grades.

148. Interpret students' evaluation of instruction.

Criteria:

1. Instructional evaluation data obtained from students was reviewed.

2. Comments and suggestions for improving instruction were solicited from students.

3. The teacher recorded students' comments and suggestions for improving instruction.

4. From the evaluation data and student comments, the apparent strengths and weaknesses of instruction were identified.

149. Formulate essay test items.

Criteria:

1. The test items stimulated responses that would indicate student progress toward reaching student performance objectives.

2. The teacher outlined the range of answers that would be acceptable.

3. The questions were written at the students' comprehension level.

4. Specific directions or guidelines were given which would be helpful to the student in structuring an answer.

5. After being developed, the test items were reevaluated for possible revisions.

150. Formulate true-false test items.

Criteria:

1. Items were constructed in accordance with student performance objectives.

2. Statements were concise and limited to one concept.

3. Each statement was definitely right or wrong.

4. Statements were formulated at the students' comprehension level.

5. Directions were clearly stated and a sample item was provided.

6. After being developed, the test items were reevaluated for possible revisions.

7. A key was constructed prior to administering the test.

151. Formulate completion test items.

Criteria:

1. Items were formulated in accordance with student performance objectives.

2. Items were formulated at the students' comprehension level.

3. Each section was preceded by clear directions and a sample item.

4. The sentences were constructed to solicit direct and brief responses.

5. Completion blanks were all the same length and were equal to the number of required responses.

6. Verbatim responses from textbooks were avoided.

7. Each statement was limited to testing one concept.

8. Responses were designed to be at the end of the test item.

9. After being developed, the test items were reevaluated for possible revisions.

10. A key was constructed prior to administering the test.

152. Formulate matching test items.

Criteria:

1. Items were formulated in accordance with student performance objectives.

2. Items were formulated at the students' comprehension level.

3. The test items were divided into clearly defined problem sections.

4. Each section was preceded by clear directions.

5. The number of items in the response column exceeded the number of items in the stimulus column.

6. The number of matching items ranged from four to ten.

7. Items within a group related to the same topic.

8. All matching items for a specific topic occupied the same page.

9. After being developed, the test items were reevaluated for possible revisions.

10. A key was constructed prior to administering the test.

153. Formulate multiple-choice test items.

Criteria:

1. Items were formulated in accordance with student performance objectives.

2. Items were formulated at the students' comprehension level.

3. The test items were preceded by clear directions and a sample item.

4. The stem of the item was clear and specific.

5. At least four plausible alternative responses were given.

6. Responses were consistent in style to avoid giving clues.

7. Figures and dates were arranged in numerical order when used.

8. Correct responses were scattered at random so as not to form a regular sequence.

9. After being developed, the test items were reevaluated for possible revisions.

10. A key was constructed prior to administering the test.

154. Devise laboratory performance tests.

Criteria:

1. Available standardized and teacher-made laboratory performance tests were reviewed.

2. The laboratory performance test was designed in accordance with student performance objectives.

3. The instructions were clearly stated.

4. The necessary equipment and supplies needed for the laboratory performance test were available for student use.

5. After being developed, the test was reevaluated for possible revisions.

6. Scoring techniques, such as rating sheets, were developed prior to administering the test.

155. Devise laboratory performance rating sheets.

Criteria:

1. Items were constructed in accordance with laboratory student performance objectives.

2. A rating scale was developed in accordance with previously determined student performance objectives.

3. Laboratory performance rating sheets were discussed with the students.

4. After being developed, the rating sheets were reevaluated for possible revisions.

156. Formulate test items for an oral test.

Criteria:

1. Items were constructed to evaluate student achievement of student performance objectives.

2. Various types of questions were considered in formulating items for an oral test.

3. After being developed, the test items were reevaluated for possible revisions.

4. A plan was developed for presenting items in a logical sequence.

5. Scoring techniques were developed prior to administering the test.

157. Administer teacher-made tests.

Criteria:

1. The physical environment was suitable for test-taking.

2. The use of the test to measure the accomplishment of student performance objectives was explained in a non-threatening way.

3. Students were given information concerning how the test would be evaluated.

4. Specific instructions were given for taking the test.

5. Testing materials and supplies were provided.

6. The time allowed for completion of the test was based on individual student differences.

7. The teacher was available during the test period to answer students' questions.

8. Test results were reviewed with students as soon as practical.

158. Devise case study problems.

Criteria:

1. The situation to be used in devising the case study problem was directed toward meeting student performance objectives.
2. The case study problem reflected a practical and realistic situation.
3. The case study problem was written at students' comprehension level.
4. The case study problem required students to apply prior learning.
5. Acceptable solutions for the case study problem were determined prior to its use.

159. Analyze tests for validity.

Criteria:

1. Each item was reviewed to ascertain whether it would actually measure attainment of the student performance objective it was supposed to measure.
2. Each item was evaluated for clarity.
3. Clear and concise directions were provided for taking the test.
4. A scoring key of acceptable responses was developed.
5. Copies of the test were given to other teachers for evaluation.
6. After being given, the test was reevaluated in relation to student performance.

160. Analyze tests for reliability.

Criteria:

1. The objectivity of the items was reviewed to determine reliability.

2. A sufficient number of test items were included to measure the student performance objectives established prior to the learning experience.

3. A scoring key was prepared to assure reliability in rating.

4. The reliability was tested by repeating the test with the same students and analyzing the scores.

161. Review student progress and/or achievement records to assess effectiveness of instruction.

Criteria:

1. The student's data file was reviewed.

2. The student's progress was assessed in relation to his achievement potential.

3. Standardized test results were compared with state and national norms.

4. Student achievement was compared with expected outcomes.

5. The results of the evaluation were utilized in making improvements in instruction.

162. Involve students in formulating the procedures for their participation in the evaluation of instruction.

Criteria:

1. The need for evaluating instruction was discussed with students.

2. The techniques of instruction to be evaluated were identified cooperatively with students.

3. Guidelines for evaluating instruction were written cooperatively with students.

4. A system was organized for the periodic evaluation of instruction.

5. The results of the evaluation were utilized in making improvements in instruction.

163. Obtain information from fellow teachers and supervisory personnel regarding the quality of one's instruction.

Criteria:

1. Fellow teachers and/or supervisory personnel were invited to attend classroom sessions or view recordings of teaching sessions to evaluate instruction.

2. Comments and suggestions were solicited from fellow teachers and/or supervisory personnel for improving the quality of instruction.

3. A list of comments and suggestions for improving instruction was compiled.

4. The results of the evaluation were utilized in making improvements in instruction.

164. Seek opportunities for self-evaluation of instruction.

Criteria:

1. Self-rating forms were obtained and utilized to determine quality of instruction.

2. Arrangements were made to obtain video or audio equipment to record instruction to be evaluated.

3. Time was set aside for the actual process of self-evaluation.

4. The results of the evaluation were utilized in making improvements in instruction.

CHAPTER VI

GENERAL OBJECTIVES FOR MANAGEMENT

The performance requirements of vocational teachers and teacher-coordinators in the management function (performance elements 165-201) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in procuring and maintaining equipment and facilities and maintaining effective student self-discipline.

165. Compile a list of supplies needed for the academic year.

Criteria:

1. The inventory of supplies on hand was reviewed.
2. Supply needs were based on the student performance objectives.
3. Projected enrollment figures were reviewed in determining future supply needs.
4. Per capita supply needs were determined.
5. Supply priorities were listed.

166. Identify new tools and/or equipment needed for the academic year.

Criteria:

1. An inventory was made of tool and/or equipment availability and condition.
2. Student performance objectives were used to determine tool and/or equipment needs.
3. A student tool and/or equipment ratio was established.
4. Tool and/or equipment needs were based on projected enrollment data.

5. Tool and/or equipment priorities were listed.

167. Recommend reference books and periodicals related to vocational education that should be added to the library.

Criteria:

1. The vocational faculty regularly reviewed the library needs for offerings in the vocational education program.
2. An inventory was made of books and periodicals currently in the library relating to vocational education.
3. Publisher representatives and the school library personnel were consulted for information on books and periodicals.
4. A list of the recommended books and periodicals was compiled and submitted to the librarian.
5. A follow-up was made to determine if recommended books and periodicals had been obtained.

168. Prepare a capital outlay budget proposal for new equipment.

Criteria:

1. New equipment priorities were reviewed.
2. The cost of equipment was estimated.
3. The budget information was recorded in an organized form.

169. Plan an operating budget proposal for consumable supplies, services, and instructional materials.

Criteria:

1. Supplies, services, and materials priorities were reviewed.
2. The cost of supplies, services, and materials was estimated.
3. A budget was prepared according to school policy and submitted to the school administration.

170. Prepare a budget for estimating travel expenses incurred in vocational activities.

Criteria:

1. School policy relating to travel was reviewed.
2. Professional activities requiring travel were listed.
3. The mode of travel to be used, mileage, and accommodations were identified.
4. The cost of each trip was estimated.
5. The information was recorded in the organized form and submitted to the school administration.

171. Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements.

Criteria:

1. The existing physical facilities were evaluated.
2. Technological advances and projected enrollment figures were reviewed in determining additional facility needs.
3. The state department of education was consulted.
4. Differences between existing facilities and projected facilities were determined.
5. Priorities of needed facilities were listed.
6. The necessary steps were taken to obtain the additional vocational facilities based on the determined priorities.

172. Prepare purchase requests for approved vocational equipment and supplies.

Criteria:

1. A list was made of the approved vocational equipment and supplies.
2. The cost of the items was tabulated.
3. School policies and state regulations relating to spending procedures were checked.

4. The necessary forms were completed for the purchase requests.

173. Design a procedure for acquiring needed consumable supplies and materials.

Criteria:

1. A list of needed consumable supplies and materials was developed.
2. Spending procedures relating to school policy and state regulations were checked.
3. Possible sources for obtaining the consumable supplies and materials were investigated.
4. The procedure for placing orders was established.

174. Accept gifts or donations of supplies and equipment for the vocational education program in accordance with school policy.

Criteria:

1. Utilization of gifts or donations of supplies and equipment was predetermined.
2. The acceptance of gifts and donations was cleared through administrative channels.
3. Records of gifts and donations were kept.
4. Acknowledgment or recognition was made of the gift.

175. Devise a system for determining and collecting student fees for consumable supplies.

Criteria:

1. School policy and state regulations were followed in establishing a procedure to determine and collect fees for supplies.
2. A plan was developed for collecting fees and depositing them with the school financial officer.
3. A record-keeping and audit procedure was established.

176. Structure a filing system for records and report forms.

Criteria:

1. Needed records and report forms were assembled.
2. Various systems for filing records and report forms were studied.
3. School policies regarding filing records and report forms were reviewed.
4. Secure storage space was provided.

177. Supply the data for vocational reports required by the state department of education.

Criteria:

1. Instructions accompanying the reports were studied.
2. Previously completed reports were reviewed.
3. Information necessary for making out reports was collected.
4. Required information was clearly and accurately entered on the reports.
5. Completed reports were submitted to the school administration for approval and proper signature.
6. Duplicates of the reports were retained.

178. Devise a filing system for instructional materials.

Criteria:

1. Instructional materials used in vocational education were reviewed.
2. Convenient storage areas of appropriate size were provided.
3. The filing system included provision for additional instructional materials.
4. The filing system included provisions for checking out instructional materials.

5. Periodic evaluation of instructional materials was an integral part of the system.

179. Devise a system for maintaining occupational opportunity information for use by vocational students.

Criteria:

1. Steps for obtaining occupational opportunity information were devised.

2. Procedures for recording and filing occupational opportunity information were established.

3. A plan for updating occupational opportunity information was developed.

4. A procedure was developed for making the materials available to vocational students.

180. Record vocational student attendance according to school policy.

Criteria:

1. Student class attendance was recorded on the correct forms in the approved manner.

2. Attendance records were forwarded to the proper administrative office.

3. The teacher's records were available when requested by authorized school personnel.

4. School attendance reports for reimbursement purposes were available.

181. Record vocational students' grades according to school policy.

Criteria:

1. The school policy for recording students' grades was reviewed.

2. A suitable grading form for recording student performance and progress was utilized.

182. Assemble individual student files documenting personal characteristics, attitudes, and grades.

Criteria:

1. A form for recording student data was utilized.
2. A profile of data was recorded.
3. Personal data forms were arranged into a systematic file.
4. The recorded data were kept up-to-date.
5. Student information was kept confidential.

183. Provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

Criteria:

1. Local, state, and federal safety laws were reviewed.
2. The student performance objectives were reviewed to determine the safety apparel and devices needed.
3. Classrooms and laboratories were checked to see if they conformed to the safety rules.
4. A joint teacher-pupil planning session was used to discuss safety procedures and regulations.
5. Students were supervised in the use of safety procedures for accident prevention.

184. Establish a procedure for attending to first aid needs of the vocational students.

Criteria:

1. State and local policies regarding the administration of first aid were reviewed.
2. Steps to be followed in first aid emergencies were outlined.
3. Provisions were made for utilizing first aid services within the school.

4. Arrangements were made for first aid supplies needed in the classrooms and laboratories.

5. Instruction was given on use of first aid supplies.

6. The use of all first aid supplies and equipment was supervised.

7. First aid supplies were checked periodically.

185. Maintain a record of safety instruction presented in compliance with safety laws and regulations.

Criteria:

1. A special form was developed for recording safety instruction.

2. After each safety lesson a record of it was made on the special form.

3. The record was regularly reviewed to determine if necessary safety instruction was being provided.

186. Uphold school standards of expected student behavior.

Criteria:

1. School policies and student codes of behavior were reviewed.

2. The standards of expected behavior were discussed with students.

3. The necessary steps were taken to ensure the enforcement of the standards of behavior in accordance with school policy.

4. Programs and techniques were developed to motivate students to uphold school standards of behavior.

187. Formulate with students acceptable standards of behavior in vocational classrooms and laboratories.

Criteria:

1. The need for special standards of behavior in the vocational classroom and laboratory was discussed with students.

2. A written code of behavior was developed cooperatively with students.

188. Uphold acceptable standards of student behavior in vocational classrooms and laboratories.

Criteria:

1. Standards of acceptable behavior were reviewed with students.

2. Classrooms and laboratories were organized to encourage acceptable student behavior.

3. Learning experiences in the classrooms and laboratories were supervised.

4. Acceptable student behavior was rewarded.

189. Carry out approved disciplinary action when warranted.

Criteria:

1. Unacceptable student behavior was identified.

2. Alternative disciplinary actions were considered.

3. Disciplinary action was implemented in accordance with school policy.

190. Encourage students to exercise self-discipline.

Criteria:

1. The cooperation of students was obtained in developing an environment conducive to self-discipline.

2. Student self-direction and decision-making were encouraged.

191. Control outbursts of fighting and aggressive behavior.

Criteria:

1. Preventive measures such as seating and physical arrangement of the room were utilized to reduce the chance of aggressive behavior.

2. A change of pace was provided in the learning activities to reduce tendency toward misbehavior.

3. Action was taken to physically separate those involved in aggressive behavior.

4. Assistance was requested when warranted.

5. Reasons for the aggressive behavior were analyzed in an attempt to prevent future occurrences.

192. Maintain an inventory of vocational tools, supplies, and equipment.

Criteria:

1. All vocational tools, supplies, and equipment were properly identified.

2. Procedures were developed for adding new vocational tools, supplies, and equipment to the inventory.

3. Procedures were developed for eliminating from the inventory unusable vocational tools and equipment and expended supplies.

193. Establish a system for repairing and servicing tools and equipment in the laboratory.

Criteria:

1. A schedule for routine repair and servicing of tools and equipment was developed.

2. Manufacturers' service manuals were consulted to determine periodic protective maintenance of equipment and warranties.

3. A list of authorized repair and service representatives was compiled.

4. Routine repairs and services which could be handled within the instructional program were implemented.

5. A system for meeting emergency repair and servicing needs of tools and equipment was outlined.

6. A plan for major repairs and services was developed.

7. A record was kept of repairs and services.

194. Arrange for the storage and security of supplies and equipment.

Criteria:

1. Supplies and equipment that needed storage were identified.

2. Locked storage was provided for portable equipment and supplies.

3. Safety regulations for storing equipment and supplies were displayed.

4. Procedures for keeping the storage area in order were included in the instructional program.

195. Implement student check-out procedures for tools, supplies, and equipment used in the laboratory.

Criteria:

1. The formulated check-out procedures simulated those of the world of work.

2. All students were oriented to the check-out procedures.

3. A system for supervising the check-out procedures was developed and maintained.

196. Direct students in a system for cleaning and maintaining the laboratory.

Criteria:

1. The laboratory was checked to determine the cleaning and maintenance services required.

2. The custodial staff were consulted with regard to the cleaning responsibilities that could be assumed by students.

3. The cleaning and maintenance guidelines developed for each vocational education offering were based on instructional activities, number of students, and time available

4. The students were oriented on the system for cleaning and maintaining the laboratory.

5. Students were appointed on a rotation basis to carry out the responsibility of directing the cleaning process.

6. Students were evaluated on their ability to carry out the responsibility of the cleaning process.

197. Schedule laboratory equipment for maximum utilization by students.

Criteria:

1. Instructional schedules were developed cooperatively by the vocational faculty to insure maximum use of laboratory equipment.

2. A plan for an "open lab" operation was developed.

198. Arrange layout of the vocational laboratory to simulate the occupational environment.

Criteria:

1. Suggestions for the layout were obtained from leaders in the occupation.

2. Teaching techniques were reviewed.

3. Safety regulations relating to the school and equipment were reviewed.

4. Students were involved in planning the physical details of the laboratory.

5. The laboratory layout was planned to provide for ease of maintenance.

6. Periodic review of the laboratory layout was conducted with the students and advisory committee.

199. Arrange laboratory work areas and storage space to facilitate student work performance.

Criteria:

1. Each student was provided a laboratory work area and storage space.

2. Work areas and storage space were labeled for easy identification.

3. Students were informed of their responsibilities in maintaining their work areas and storage space.

200. Control heat, light, and ventilation in vocational laboratories and classrooms.

Criteria:

1. The temperature setting of the room was based on the instructional activity and class size.

2. The lighting was properly adjusted for the particular instructional activity.

3. The ventilation of the room was regulated in relation to the instructional activity and class size.

4. The need for special adjustments related to the environmental control systems were explained to the custodial staff.

5. The custodial staff were kept informed with regard to the need for replacing light bulbs and other service aids.

6. The control of the classroom's physical atmosphere was in accordance with local and state regulations.

201. Establish a policy for use of the physical facilities and equipment by other school personnel and outside groups.

Criteria:

1. A proposed policy for the use of the facilities and equipment was developed in accordance with local and state regulations.

2. A reimbursement policy was established for maintenance of the facilities and equipment.

3. Approval of the proposed plan for use of the facilities and equipment was obtained from the school administration.

4. A schedule for use of the facilities and equipment was established.

5. The maintenance and cleaning of the equipment was in agreement with the manufacturer's specifications.

6. Storage for projects and materials was provided so the work of one group would not interfere with that of another.

7. Provisions were made for the security of the facilities and equipment.

CHAPTER VII

GENERAL OBJECTIVES FOR GUIDANCE

The performance requirements of vocational teachers and teacher-coordinators in the guidance function (performance elements 202-235) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in promoting constructive interrelationships with students, counseling and assisting students with plans for the future, and involving other personnel and agencies in working with students.

202. Determine students' background and environment.

Criteria:

1. Techniques such as the following were utilized to collect data about the student's home background:
   a. questionnaire,
   b. checklist,
   c. structured interview,
   d. autobiography,
   e. parental conference.
2. Students and parents were oriented to the purpose for which the information would be used.
3. Guidance personnel were consulted for data on students' background and environment.
4. A confidential record was kept of the acquired information.

203. Administer subject-matter diagnostic tests.

Criteria:

1. All tests and testing materials were arranged so that they were readily available for use.

2. A testing area free from distractions was provided.

3. Comfortable seating and privacy were arranged for the students.

4. Instructions for the test were presented in a concise manner.

5. The test was conducted as prescribed.

6. The safekeeping of the tests was insured.

7. The tests were scored and results recorded.

204. Analyze students' cumulative records.

Criteria:

1. An appraisal was made of individual student achievement and aptitudes based on cumulative record data.

2. The data were handled professionally and confidentially while the analysis was being conducted.

3. Guidance personnel were involved when needed in the interpretation of cumulative records.

205. Maintain anecdotal records.

Criteria:

1. The need for keeping an anecdotal record on a particular student was established.

2. The anecdotal record consisted of a series of short sentences or phrases describing the student's behavior.

3. Interpretations were not included in the anecdotal record.

4. All records were kept confidential.

5. As records accumulated, they were reviewed in an attempt to understand the student's behavior.

206. Determine relationships among students through the sociogram (or other sociometric techniques).

Criteria:

1. The sociometric technique to be used was identified.
2. The purpose for the sociogram was communicated to the students.
3. Procedures for obtaining the needed information were explained to the students.
4. Data were tabulated on a matrix before developing the sociogram.
5. A sociogram was developed from the tabulated data.
6. The data were kept confidential.
7. The relationships among students were determined from the data and used to achieve the purpose for which the sociogram was designed.

207. Review students' autobiographies for information to aid in understanding the students.

Criteria:

1. Autobiographies were reviewed to obtain family, social and economic background information about the student.
2. Information about the career aspirations of students was obtained from autobiographies.
3. Information from the autobiographies was used as a basis for planning and evaluating learning experiences.
4. All information from the autobiographies was kept confidential.

208. Assemble information for case study reports.

Criteria:

1. Information was gathered on students' physical development, home situation, academic achievement, emotional maturity, social development, interests, and problems.

2. Information was obtained from the guidance department, the teacher's files, and other faculty members.

3. Data were organized and recorded for use.

209. Communicate with prospective and continuing students during the summer.

Criteria:

1. Students and others involved in the program were informed of the teacher's summer location.

2. Contact was made with continuing students during the summer to maintain good relationships.

3. Contact was made with prospective students in order to become acquainted with them prior to the opening of school.

210. Maintain an open door policy for student consultation.

Criteria:

1. Student requests for counseling were handled with dispatch.

2. Student concerns were treated tactfully and confidentially.

3. Empathy was displayed toward student concerns and aspirations.

4. Office hours were maintained for counseling students.

211. Encourage students to discuss career aspirations.

Criteria:

1. Students were given an opportunity to discuss career aspirations.

2. An open door policy was maintained so students could confer on career aspirations.

3. A three-way conference was conducted with the student and his parents to discuss the student's career aspirations.

4. Students were encouraged to visit resource persons to discuss career aspirations.

212. Demonstrate a regard for and an interest in students as individuals.

Criteria:

1. Each student was encouraged to express his ideas and beliefs.

2. Informal conversations were held with students.

3. The teacher demonstrated concern for the individual student by listening to his problems and helping him discover possible solutions.

213. Develop constructive working relationships among students.

Criteria:

1. Sociometric techniques were used to establish effective student work groups.

2. Work groups were established based on individual differences.

3. Work groups were reviewed and reorganized according to the purpose of the group.

4. Group dynamics techniques were applied to encourage constructive working relationships.

214. Demonstrate personal concern for the student and his family.

Criteria:

1. Interest was shown in the activities and concerns of students and their families.

2. Student accomplishments outside of the classroom (e.g., awards, sports, etc.) were recognized.

3. An open door policy was maintained so students could discuss their concerns.

4. An effort was made to get acquainted with students' families and to keep lines of communication open.

215. Conduct home visits.

Criteria:

1. Home visits were conducted in accordance with school and state policy.
2. The purpose of the visit was established.
3. The student's records were studied prior to the visit.
4. Reference notes were prepared for the home visit.
5. Arrangements for the visit were made with the student's family.
6. Rapport was established with the parents by tactfully inquiring about the student and his interests.
7. Information about the student's home background was obtained as a result of the visit and kept confidential.

216. Recognize potential problems of students.

Criteria:

1. The teacher was observant of any changes in student behavior.
2. Work and study habits were observed to foresee student problems.
3. Communication with guidance staff, faculty, parents, employers, and students' peers kept teacher aware of potential problems.

217. Conduct a conference with a student.

Criteria:

1. The student data file was studied prior to the conference.
2. A setting conducive to an individual conference was provided.
3. The purposes for conducting the conference were reviewed with the students.
4. Rapport was established with the student.

5. The student was encouraged to discuss his thoughts, feelings, and concerns.

6. The student was encouraged to consider alternative solutions to his concerns.

7. The student was guided in summarizing the conference.

218. Conduct group conferences.

Criteria:

1. Group members were selected on the basis of common concerns.

2. The group was arranged so all could participate in an informal manner.

3. Interaction of group members was stimulated.

4. Group members were encouraged to investigate alternative solutions to their concerns.

5. The group was guided in synthesizing, evaluating, and projecting next steps.

219. Confer with the student and his parents regarding his educational development.

Criteria:

1. The student's aptitudes, interests, and abilities were discussed.

2. The student and parents were encouraged to ask questions and express their ideas and reactions during the conference.

3. The key points of the conference were summarized.

4. Parents were encouraged to maintain contact with the vocational teacher.

5. A record of the conference was placed in the student's file.

220. Interpret occupational tests and inventories to students.

Criteria:

1. Individual conferences were held with students to review their profiles and test results.

2. The meaning and results of the interest profiles and aptitude test were explained to the students in terms of clusters of occupations rather than specific occupations.

3. The correlation between the test and profile results and student expressions of interests were determined.

4. The student expressed an understanding of the significance of the tests and inventories at the end of the conference.

221. Assist students in developing good study habits.

Criteria:

1. Written materials and study procedures were recommended or provided for the student.

2. The student was assisted in setting up a daily study plan.

3. Specific suggestions for study and listening habits were given.

4. The student was encouraged to evaluate his study plan and make any necessary adjustments.

222. Establish communication patterns for exchanging information and for cooperating with the guidance staff.

Criteria:

1. Students were informed of available guidance services.

2. Assistance was given the guidance staff in making case studies.

3. Career information was made available to the guidance staff.

4. Arrangements were made with the guidance staff to utilize student records maintained by the guidance department.

5. Joint meetings involving the guidance staff and the vocational teacher were held to exchange information, perform joint evaluations, and make recommendations.

223. Supply guidance staff with performance data about students.

Criteria:

1. A need was established for giving the performance data to the guidance staff.

2. Records about the student's performances were maintained so data could be easily supplied to guidance staff.

3. Data about the student's performances were supplied to the guidance staff.

224. Refer students to guidance staff and other specialists.

Criteria:

1. Student referral was made in accordance with school policy.

2. Legal implications concerning the situation were considered.

3. Appropriate specialists in the area of the situation were identified.

4. The teacher's role in working with the specialist was established.

225. Assist students with their problems by working cooperatively with outside agencies such as health and welfare services.

Criteria:

1. The student's need for outside agency services was established.

2. Potential outside agencies for aiding students were identified

3. The appropriate local service agency was contacted and informed of the student's problem.

4. A follow-up was made of the student's progress in solving his problem.

226. Work with other teachers to help students with individual concerns.

Criteria:

1. The student's potential and actual academic and personal concerns were identified and discussed with his other teachers.

2. Communication lines were established with other teachers to keep abreast of student progress.

227. Refer students to qualified resource persons for occupational and educational information.

Criteria:

1. Students were assisted in selecting qualified resource persons.

2. The student was assisted in making arrangements for a visit with a resource person.

3. The student was instructed in preparing for an information gathering interview with the resource person.

228. Arrange with professional staff for administration and interpretation of personality, aptitude, and intelligence tests for specific students.

Criteria:

1. The need was justified for obtaining the information through testing.

2. The testing time was scheduled with the professional staff member and student.

3. A follow-up was conducted to see that the administration and interpretation of the tests had been completed.

4. The test results and their interpretation were obtained from the professional staff.

229. Arrange for the local office of the U.S. Employment Service to administer and interpret the General Aptitude Test Battery.

Criteria:

1. The need for administering the General Aptitude Test Battery was justified.
2. The schedule was set up for administering the test.
3. Arrangements were made for the interpretation and discussion of the results of the General Aptitude Test Battery.
4. Records were kept on test results.

230. Present information to students on occupational opportunities.

Criteria:

1. The duties and tasks required of the occupation were explained.
2. Personnel and skill requirements of the occupation were described.
3. The working conditions and salary associated with the occupation were described.
4. The opportunities for advancement within the occupation were explained.
5. Resource persons representing the occupation were utilized.
6. Information on occupational opportunities was assembled and displayed.
7. Students were furnished with publications on occupational opportunities.

231. Present information to students on advanced training and educational opportunities available to them.

Criteria:

1. Students were furnished with brochures and catalogs.

2. Resource persons were invited to speak to students.

3. Career days were organized and conducted for students.

4. Students were referred to the guidance staff for information on educational opportunities.

5. Lessons were planned and presented on advanced training and educational opportunities available.

232. Assist students in determining ways to best describe their salable skills.

Criteria:

1. Students were guided in assessing their personal and educational qualifications.

2. Students were aided in the preparation of a resume.

3. Students were provided an opportunity to practice and prepare for job interviews.

233. Write letters of recommendation for students.

Criteria:

1. The student's cumulative record was reviewed.

2. The letter of recommendation included items such as the following:

   a. educational achievement,

   b. personal qualities and characteristics,

   c. career commitment and potential,

   d. work experience,

   e. strengths and weaknesses,

   f. length and type of association with the student.

3. A confidential file was kept of all letters of recommendation.

234. Assist graduating students in preparing for interviews with potential employers.

Criteria:

1. Graduating students were given an opportunity to practice and prepare for job interviews.

2. Graduating students were provided a list of potential employers.

3. Graduating students were assisted in setting up interviews with potential employers.

235. Assist students in securing and completing applications for jobs, scholarships, educational loans, or college admission.

Criteria:

1. Students were aided in obtaining necessary application forms.

2. Students were given an opportunity to practice filling out sample application forms.

3. Students were aided in procuring necessary information for filling out applications.

4. Completed application forms were reviewed upon student request.

CHAPTER VIII

GENERAL OBJECTIVES FOR SCHOOL-COMMUNITY RELATIONS

The performance requirements of vocational teachers and teacher-coordinators in the school-community relations function (performance elements 236-269) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in planning and participating in school-community activities and maintaining open communication with the community in terms of the school program.

236. Assist in the development of policies regarding school-community relations.

Criteria:

1. Existing school policies were reviewed.
2. Suggestions were made by the teacher based on his knowledge of the school and the community.
3. Community resource persons were contacted to aid in the development of policies.

237. Plan the school-community relations activities for the vocational education program.

Criteria:

1. Community members were asked for suggestions for activities.
2. Other concerned faculty members were involved in planning the activities.
3. The identified activities contributed to the long-range goals of the public relations program for vocational education.
4. The identified activities correlated with the school's master calendar.

238. Procure clearance from the school administration to conduct school-community relations activities related to the vocational education program.

Criteria:

1. The plan and objectives for the school-community relations activities were explained to the school administration.

2. Activities involving management of school funds were cleared through administrative channels.

239. Express a philosophy consistent with that of the vocational faculty.

Criteria:

1. The vocational faculty periodically discussed the goals and trends of vocational education.

2. A written statement of the faculty's philosophy on vocational education was prepared.

3. Public statements and performance reflected the philosophy of the vocational faculty.

240. Speak to school and community groups on the vocational education program.

Criteria:

1. Opportunities were sought to express the purposes, plan, and values of the vocational education program.

2. Presentations were supported by objective data and reflected the school's policies on the vocational education program.

241. Provide brochures to inform the school and community of the vocational education program.

Criteria:

1. The need for and purpose of the brochure was established.

2. Students, other teachers, supervisors, and school administrators were involved in preparing descriptive material about the vocational education program.

3. Assistance was obtained from competent persons in preparing an attractive layout.

4. Arrangements were made for printing the brochure.

5. Arrangements were made for distributing the brochures to selected audiences.

242. Provide displays in the school and community on the vocational education program.

Criteria:

1. Arrangements were made with the school administration for displays to be placed in the school.

2. Arrangements were made with local business leaders and merchants for displaying information about the activities of the vocational education program.

3. The purpose, theme, layout scheme, and projected audience for the display were identified.

4. All necessary supplies and materials for the display were obtained.

5. Students and/or other teachers were involved in setting up the display.

6. The display was designed to convey important ideas to the viewer.

243. Prepare news releases and manuscripts on activities of the vocational education program for newspapers and other periodicals.

Criteria:

1. Information on publication requirements and techniques of insuring publication was obtained from the editors and staff of various newspapers and periodicals.

2. Students and other teachers were involved in preparing news releases and manuscripts on activities of the vocational education program.

3. News releases and manuscripts were submitted to newspapers and periodicals according to the guidelines identified for their submittal.

4. Follow-up was made to determine if the news release or manuscript had been printed.

244. Present activities of the vocational education program on television.

Criteria:

1. Local television program personnel were consulted in developing television program plans and schedules.

2. Students and other teachers were involved in preparing materials for the television program.

3. Teachers, students, and community resource persons were invited to participate in the television programs.

4. The television programs were congruent with the actual activities of the vocational education program.

245. Present activities of the vocational education program on radio.

Criteria:

1. The radio station manager was consulted about time schedules and formats for radio programs.

2. Information on procedures and techniques to be used in radio programs was obtained.

3. Students, teachers and community resource persons were involved in preparing and presenting radio programs.

4. The radio programs were an accurate reflection of the usual activities of the vocational education program.

246. Direct student presentations describing activities of the vocational education program.

Criteria:

1. Guidelines for making effective presentations were given to the student.

2. The student was aided in selecting a topic for the presentation.

3. The student was aided in procuring resource materials for preparation of the presentation.

4. The student was assisted in organizing the content of the presentation and securing needed visual aids.

5. The student was given an opportunity to rehearse his presentation.

247. Conduct an open house to familiarize members of the school and community with activities of the vocational education program.

Criteria:

1. Plans for the open house were developed cooperatively by the vocational faculty.

2. The vocational faculty and students were involved in preparing the activities for the open house.

3. School personnel and the public were informed of the date, time, and schedule of activities for the open house.

4. Bulletin boards and displays were planned and prepared for the open house.

5. Opportunity was provided for visitors to become maximally involved in open house activities.

248. Sponsor student-parent activities for the vocational education program.

Criteria:

1. The teacher directed student and parent involvement in planning and organizing student-parent activities.

2. A variety of activities involving students and parents was promoted and supervised during the year.

249. Assist with special community social events.

Criteria:

1. Opportunities were sought to provide assistance with community events.

2. Vocational students were involved in assisting with special community social events.

3. The teacher served as a resource person for special community social events.

4. The teacher actively participated in special community social events.

250. Assist with community business and industry sponsored activities.

Criteria:

1. School policy was checked to determine how much involvement was permitted.

2. Opportunities were sought to provide assistance with community business and industry sponsored activities.

3. Vocational students were involved in assisting with community business and industry sponsored activities.

4. The teacher served as a resource person for community business and industry sponsored activities.

5. The teacher actively participated in community business and industry sponsored activities.

251. Serve in professional nonvocational organizations to improve the image of the vocational education program.

Criteria:

1. Membership was maintained in professional organizations other than those in the vocational field.

2. The teacher took an active part in the organizational activities.

3. The service rendered made a contribution toward mutual understanding among professions.

4. Organizational functions were attended on a regular basis.

252. Serve in a community civic, service, or social organization to improve the image of the vocational education program.

Criteria:

1. Membership was maintained in a community civic, service, or social organization.

2. The teacher took an active part in the organizational activities.

3. The teacher conducted himself in a professional manner as he served in community organizations.

253. Provide consultant services to local business and industry.

Criteria:

1. The teacher's role in providing consultant services was that of a resource person.

2. The information presented to business and industry was objective and factual.

3. The business or industry was kept informed of any new data which might have bearing on the particular subject.

4. Suggestions for further study were offered and other resource persons were recommended.

254. Maintain liaison with union officials and employers.

Criteria:

1. Rapport was established with union officials and employers by meeting with key members of these groups.

2. An open door policy was maintained for union leaders and employers.

3. Union leaders and employers were informed of the functions and activities of the vocational education program.

4. Union leaders and employers were invited to participate in the activities of the vocational education program.

255. Maintain liaison with employment agencies.

Criteria:

1. Acquaintance was made with staff members of local employment agencies.

2. Employment agencies were informed of vocational education program graduates.

3. Current information was obtained from employment agencies on job openings.

256. Maintain liaison with community professional, service, fraternal, social and religious organizations.

Criteria:

1. Rapport was established by meeting with key members of the community organizations.

2. The community organizations were informed of the functions and activities of the vocational education program through newsletters, newspaper articles, radio, television, telephone and personal visitations.

3. Orientation programs were provided to inform the community organizations of the goals of the vocational education programs.

4. School administrators were kept abreast of all contacts with the community organizations.

257. Maintain good relations with other schools.

Criteria:

1. Opportunities were sought to cooperate with other schools in activities providing mutual benefits.

2. Other schools were invited to attend special programs and activities.

3. Lines of communication were kept open with the faculty and administration of other schools.

258. Maintain liaison with state department personnel.

Criteria:

1. The teacher attended workshops and meetings conducted by state department personnel.

2. Information was supplied to the state department personnel when requested.

3. Information was requested from the state department personnel when needed.

259. Obtain informal feedback on the vocational education program through contacts with individuals in the school and community.

Criteria:

1. Communication was maintained with individuals in the school and community.

2. The teacher obtained feedback by identifying himself with the vocational education program when meeting people from the school and community.

3. Feedback was encouraged during informal conversations with individuals in the school and community.

260. Conduct opinion surveys in the school and community concerning the vocational education program.

Criteria:

1. The rationale for the opinion survey was written and approved by the school administration and faculty.

2. The format for the opinion survey was written and approved by the school administration.

3. Methods for analyzing the information to be collected were determined prior to conducting the opinion survey.

4. The opinion survey was publicized to gain cooperation from members of the school and community.

5. The survey staff was informed of procedures for conducting the survey.

6. The opinion survey information was collected and analyzed.

261. Analyze enrollment trends to determine student and parent acceptance of the vocational education program.

Criteria:

1. Vocational enrollment data were compared to the total school enrollment data.

2. Current vocational enrollment data were compared to enrollments of previous years.

3. A comparison of enrollments within the various types of offerings in the vocational education program was made.

262. Obtain information from parents relative to their expectations of the vocational education program.

Criteria:

1. The teacher communicated with parents regularly.

2. Parents were asked for their views about how the vocational education program should help their own children and the community.

3. Parents were asked to give suggestions as to how the vocational education program could better meet their expectations.

263. Consult the advisory committee to obtain information concerning their expectations of the vocational education program.

Criteria:

1. Advisory committee members were asked to express their expectations of the vocational education program during regular meetings.

2. Advisory committee members were asked to react to specific questions which would reveal their expectations.

3. The individual advisory committee member's expectations of the vocational education program were obtained through informal contacts.

4. The expectations of the advisory committee were compared with the stated goals of the vocational education program.

264. Acquire information from members of the community power structure (e.g., political, social, and economic pressure groups) regarding their expectations of the vocational education program.

Criteria:

1. Members of the community power structure were identified.
2. The teacher contacted members of the community power structure.
3. The teacher asked the members of the community power structure to explain their expectations of the vocational education program.

265. Study community voting results on financial issues affecting the vocational education program to determine community support.

Criteria:

1. Voting results on financial issues affecting the vocational education program were analyzed.
2. Voting districts' characteristics were reviewed to determine reasons for their voting trends.
3. Recommendations for ways of obtaining community support on future financial issues were made.

266. Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.

Criteria:

1. A list of officers for student organizations was obtained.
2. The number of vocational students elected as officers of various student organizations was compared with the number of nonvocational students elected.
3. The reasons why vocational students were elected to offices (e.g., popularity vs. ability) were determined.

267. Maintain working relationships with the school administration and faculty.

Criteria:

1. Communication with school administrators and faculty was achieved by participating in school-wide activities.

2. Cooperation was maintained with school administrators and faculty by keeping them informed about concerns of mutual interest.

3. Periodic consultations were held with school administrators and faculty for advice on teaching or other professional activities.

4. Professional business was conducted through proper channels.

5. Co-workers were accepted as individuals and no attempt was made to restructure their thinking to comply with one's own ideas.

268. Assist in planning the goals of the total school program.

Criteria:

1. Educational philosophy was translated into educational goals.

2. Existing policies and goals were evaluated and updated in terms of social, economic, and education trends, issues, and current conditions.

269. Maintain working relationships with the school supporting staff through cooperation and mutual effort.

Criteria:

1. The school policy concerning each of the school staff's responsibilities and the conditions under which his services could be utilized were reviewed.

2. Each member of the school staff was asked to perform only those tasks within his job description.

3. Rapport was established through a friendly, cooperative relationship.

CHAPTER IX

GENERAL OBJECTIVES FOR STUDENT VOCATIONAL ORGANIZATION

The performance requirements of vocational teachers and teacher-coordinators in the student vocational organization function (performance elements 270-298) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in directing and maintaining the student vocational organization.

270. Obtain approval from the school administration for establishing the student vocational organization.

Criteria:

1. The school administration was informed of the need for a vocational student organization.
2. The philosophy and purposes of the suggested student vocational organization were outlined for the school administration.
3. The role and responsibilities of the faculty advisor were delineated.
4. All pertinent information detailing the school's responsibilities in securing state approval for a local chapter was submitted to the school administration.

271. Contact state department personnel regarding the steps to be followed in organizing a student vocational organization.

Criteria:

1. State department personnel responsible for student vocational organizations were identified and contacted.
2. Procedures for organizing a student vocational organization were obtained from the state department.

3. All forms and materials necessary for organizing a student vocational organization were obtained from the state department.

272. Acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.

Criteria:

1. The purposes and values of the student vocational organization were explained.

2. Current members of the student vocational organization were involved in describing the organization's activities.

273. Organize a student committee to assess student interest in joining a student vocational organization.

Criteria:

1. Student volunteers were sought to form the committee.

2. The committee members were assisted in establishing an operational structure.

3. The committee members made plans for assessing interest in the student vocational organization.

274. Assist in the development of a constitution and bylaws for the student vocational organization.

Criteria:

1. A sample constitution for a local chapter was obtained from state department personnel.

2. Students were assisted in developing, revising, and finalizing the constitution and bylaws.

3. State department policies on student vocational organizations were followed.

4. The constitution and bylaws were voted on by the student vocational organization.

275. Conduct an organizational meeting for a student vocational organization.

Criteria:

1. All concerned persons were invited to the organizational meeting.

2. The purposes of the student vocational organization were explained.

3. The responsibilities of the student vocational organization to each member, the school, and state and national organizations were discussed.

4. The organizational structure of the student vocational organization was explained.

5. The responsibilities of members and officers were explained.

276. Direct initiation activities of the student vocational organization.

Criteria:

1. Students were informed of policies and procedures of initiation activities.

2. Initiation activities conformed to legal and safety provisions of the state.

3. Students to be initiated were given instructions on what would be required of them.

4. State and national organization guidelines were followed in initiation activities.

277. Orient students to the student vocational organization.

Criteria:

1. The orientation program of the student vocational organization communicated to the student the purposes of the organization and the benefits of membership.

2. Students were informed of the student vocational organization's degree or awards program.

3. Students were informed of local, district, state, regional, and national student vocational organization activities.

278. Assist in the election and installation of officers of the student vocational organization.

Criteria:

1. Qualifications and duties of officers were explained and discussed.

2. An election following the rules of parliamentary procedure was conducted.

3. The procedures for the installation of officers were explained.

4. Students were involved in planning and carrying out the election and installation.

279. Conduct a leadership training session for the officers of the student vocational organization.

Criteria:

1. Past officers were asked to contribute ideas and cooperatively plan the leadership training session.

2. Resource persons were contacted to participate in the leadership training session.

3. Past and/or current officers assumed leadership roles in scheduling and conducting the activities of the leadership training session.

4. Participants were asked to evaluate the leadership training session.

280. Obtain the assistance of state department personnel in maintenance of the student vocational organization.

Criteria:

1. A suggested program of work was obtained from the state department or student vocational organization state advisory committee.

2. All necessary forms for the operation of the student vocational organization were obtained from the state department.

3. Information concerning the student vocational organization was requested from the state department when needed.

281. Assist students in developing a yearly program of work for the student vocational organization.

Criteria:

1. Students were involved in establishing chapter goals for the student vocational organization.

2. The interests and educational needs of the members were surveyed to determine those activities which would best accomplish the chapter goals.

3. Members of the student vocational organization were involved in developing a written plan of the yearly program of work.

4. The local yearly program of work incorporated the ideas suggested by the state and national program of work.

5. Activities were included in the yearly program of work which correlated with vocational instructional activities.

282. Assist students in advancing within the available degrees in the student vocational organization.

Criteria:

1. Students were informed of the requirements of the degree program.

2. Students were assisted in planning an individual yearly program of work for advancing in the degree program.

3. Students were assisted in keeping records of their progress in the degree program.

4. Systematic follow-up was made of each student's progress in the degree program.

5. Time was provided for consulting with students in regard to their degree program.

283. Supervise social and educational activities for the student vocational organization.

Criteria:

1. Literature related to the responsibilities of supervising the student vocational organization was studied.

2. An outline was made covering the duties of supervising the student vocational organization.

3. School policy was checked to determine rules and regulations covering the supervision of the student vocational organization.

4. Assistance was given in the establishment of special committees for social and educational activities.

5. The school administration and faculty were informed of all social and educational activities of the student vocational organization.

6. Parents were asked to assist in the supervision of social and educational activities of the student vocational organization.

284. Involve elected chapter parents in the activities of the student vocational organization.

Criteria:

1. Chapter parents were involved in planning the yearly program of work.

2. Chapter parents were asked to supervise chapter activities.

3. Chapter parents were involved in the evaluation of chapter activities.

285. Assist students with publicizing the student vocational organizational activities.

Criteria:

1. Students were assisted in preparing news releases for television, radio, and newspapers concerning their student vocational organization activities.

2. News releases prepared by students were approved by the proper authorities.

3. Students were assisted in preparing exhibits, displays, and brochures for dissemination.

4. Students participated in programs to publicize the student vocational organization activities.

286. Assist students with the financial management of the student vocational organization.

Criteria:

1. School policy was followed in handling funds of the student vocational organization.

2. Policies of the state and national organizations were followed in assessing and collecting dues.

3. A system for keeping financial records was established and maintained.

287. Assist in planning and organizing fund-raising activities for the student vocational organization.

Criteria:

1. A list was compiled of suggested fund-raising activities.

2. Students were given guidelines in selecting the appropriate fund-raising activity.

3. Administrative approval was obtained for conducting the fund-raising activity.

4. The officers of the student vocational organization were assisted in organizing the needed work committees.

5. The teacher served as advisor and coordinator for the fund-raising activity.

288. Maintain a file of publications available for the student vocational organization.

Criteria:

1. A listing of all publications was maintained.
2. Publications were obtained for the file.
3. A procedure for the students to follow in checking out publications was established.

289. Supervise the development of an annual handbook for the student vocational organization.

Criteria:

1. Student committees were established to assist in the development of a handbook for the student vocational organization.
2. Plans were made for preparing the handbook.
3. Inputs for the handbook were solicited from all members of the student vocational organization.
4. The handbook was printed and distributed to the members.

290. Supervise the development of a chapter scrapbook for the student vocational organization.

Criteria:

1. Students were selected to develop the scrapbook.
2. The purpose of the scrapbook was determined.
3. Guidelines were developed for preparing the scrapbook.
4. Pictures, clippings, and mementoes were collected for inclusion in the scrapbook.
5. The scrapbook was evaluated according to predetermined criteria.
6. The scrapbook was made available for chapter use.

291. Evaluate the student vocational organization.

Criteria:

1. Suggestions for evaluation criteria were obtained.
2. The local program of work was assessed by using the evaluation criteria.
3. School administrators and vocational faculty were asked to evaluate the student vocational organization.
4. The evaluation data were studied to determine if changes were needed in the student vocational organization.

292. Affiliate the student vocational organization with the state and national vocational organizations.

Criteria:

1. The local chapter was organized in a manner which fulfilled the requirements set up by the state and national organizations.
2. The forms needed for affiliation with the state and national organizations were obtained, completed, and returned.
3. Recognition of affiliation was obtained from both the state and national organizations.

293. Assist in the preparation of state and national reports for the student vocational organization.

Criteria:

1. All forms necessary for the state and national reports were obtained and examined.
2. Sources of information needed to complete the reports were identified.
3. State and/or national reports were completed as specified on the reporting forms.
4. Administrative approval was secured before submitting the final reports to the state and national organization.

5. Copies of all reports were retained in local files.

294. Provide advice for student entries in state and national student vocational organization contests.

Criteria:

1. Students were informed concerning the nature and classes of competition approved by the school.

2. Competition rules were given to the students.

3. Students were assisted in choosing the contests in which to be involved.

4. Students were advised in preparing contest entries.

295. Send student representatives to district, state, regional, and national student vocational organization activities.

Criteria:

1. The students were informed of district, state, regional and national leadership meetings and/or contests.

2. The teacher encouraged student participation in district, state, regional, and national leadership meetings and/or contests by pointing out the advantages for the individual student and the local student vocational organization.

3. Arrangements for student participation in activities were planned in advance.

296. Assist in the development of rules and procedures for conducting district, state, regional, and national student vocational organization contests.

Criteria:

1. The purposes of the contests were analyzed.

2. The rules and procedures developed were in agreement with the legal and safety regulations.

3. Contests were designed to contribute to student vocational organization purposes.

297. Serve as an advisor or judge for district, state, regional, or national student vocational organization contests.

Criteria:

1. The responsibility to serve was accepted as an opportunity to assist the student vocational organization.
2. The major purpose of the contest was reviewed.
3. Contestants were informed of criteria used to judge their performance.
4. The rules and regulations of contests were followed in judging contestant performance.
5. Specific criteria were applied in judging contestants' performance.

298. Participate in district, state, regional, and national activities of the student vocational organization.

Criteria:

1. Opportunities were sought to actively participate in the district, state, regional, and national activities of the student vocational organization.
2. Responsibilities in district, state, regional, and national activities were completed efficiently and effectively.
3. Participation in district, state, regional, and national activities contributed to the effectiveness of the local chapter and its public image.

CHAPTER X

GENERAL OBJECTIVES FOR PROFESSIONAL ROLE AND DEVELOPMENT

The performance requirements of vocational teachers and teacher-coordinators in the professional role and development function (performance elements 299-330) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in upholding the philosophy and goals of the profession, contributing professional service, and advancing professional competencies.

299. Identify current trends of the teaching profession.

Criteria:

1. The teacher acquired a pattern of systematically reviewing the current professional literature.
2. The teacher participated in meetings and workshops dealing with current developments in education.
3. The teacher exchanged information regarding vocational education advancement with fellow teachers and business and industrial contacts.

300. Promote the attainment of the goals of the teaching profession.

Criteria:

1. The teacher participated actively in local, state, and national organizations related to his profession.
2. The teacher participated actively in committees dealing with professional support of educational issues on the national, state, and local levels.
3. The teacher took advantage of all opportunities to express his support of the goals of the teaching profession.

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301. Express a personal professional philosophy consistent with the goals of the teaching profession.

Criteria:

1. A personal professional philosophy was established.
2. The teacher exemplified his personal professional philosophy in all his teaching and working responsibilities.
3. The teacher continuously reexamined his personal professional philosophy.
4. The teacher adapted his personal professional philosophy to the changes in the teaching profession.

302. Express a personal professional philosophy consistent with the goals of vocational education.

Criteria:

1. A personal professional philosophy consistent with the goals of vocational education was established.
2. The teacher exemplified his personal professional philosophy in all his teaching and working responsibilities.
3. The teacher continuously reexamined his personal professional philosophy.
4. The teacher adapted his personal professional philosophy to changes in vocational education.

303. Maintain the ethical standards expected of a professional educator.

Criteria:

1. The ethical standards of a professional educator were identified.
2. The teacher upheld high ethical standards in his professional work with students and all professional contacts.
3. Leadership was provided in assisting others in upholding the ethical standards of the profession.

304. Exchange observational visits, innovations, and ideas with others in the profession.

Criteria:

1. Opportunities were utilized within a school setting to observe other teachers and exchange information.
2. Ideas were exchanged with others at professional meetings.
3. Innovations were shared with others in the profession through oral and written communication.
4. Opportunities were provided for other teachers to observe teaching and exchange information.

305. Support professional organizations through membership and attendance at meetings.

Criteria:

1. Membership was obtained in the professional organizations most desirable for professional growth.
2. Meetings of the professional organization were regularly attended.
3. Others in the profession were recruited for membership.

306. Serve professional organizations as an officer and/or chairman or member of a committee.

Criteria:

1. The responsibilities of the position within the organization were reviewed.
2. The responsibilities and duties of the leadership position were executed.
3. Responsibilities of increasing importance were assumed over a period of time.

307. Represent the teaching profession as a committee member, delegate or program participant at meetings and activities of other related professions.

Criteria:

1. The interrelationships among professional organizations were studied.

2. Active participation in the meetings and activities of other professions was displayed.

308. Participate in experimental and other data collecting research activities.

Criteria:

1. The responsibility of participating in research was accepted.

2. Suggestions for researchable problems were contributed.

3. The requested data were supplied to the researchers.

4. Resources were made available for researchers.

309. Write an article or book for publication which contributes to the literature of the profession.

Criteria:

1. Materials and notes were collected in preparation for the writing.

2. The procedures for submitting and the format for the publication were obtained and reviewed.

3. The article or book was submitted to reviewers.

4. The article or book was refined.

5. The article or book was submitted to the publisher.

310. Assist in orienting teachers who are new to the school system.

Criteria:

1. The new teacher was given a tour and oriented to the facilities of the school.

2. Clarification on school policies, regulations, and organization was given to the new teacher.

3. The new teacher was introduced to other faculty and the staff.

4. The teacher was available to answer any questions the new teacher might have.

311. Work with a team from the school and/or community on pertinent school activities.

Criteria:

1. The responsibility of serving on a team was accepted.

2. Priority problems to be considered by the team were identified.

3. Possible solutions for the problems were presented.

4. A team report was prepared.

312. Serve community needs by contributing professional expertise to community activities.

Criteria:

1. Requests for professional expertise were accepted according to time available and effort required.

2. Consultation services were provided for community activities.

3. The teacher served as a motivator in a community activity.

4. The teacher expedited the involvement of professional colleagues in community activities.

313. Consult supervisory and administrative evaluations to determine attitudes of others toward one's personal and professional abilities and limitations.

Criteria:

1. Written evaluations from supervisors and administrators were analyzed.

2. Notes were made of strengths and weaknesses based on supervisory and administrative evaluations.

3. Discussions were held with supervisors to clarify the evaluations.

4. The information obtained was used as a basis for improving professional performance.

314. Use a self-analysis form to evaluate personal and professional abilities and limitations.

Criteria:

1. The teacher evaluated personal and professional abilities and limitations periodically.

2. The evaluation was analyzed to determine abilities and limitations.

3. The information obtained from self-analysis formed a basis for improving professional performance.

315. Select the teaching position which is in keeping with personal and professional abilities and limitations.

Criteria:

1. A realistic assessment of capabilities was made.

2. Available job opportunities were identified.

3. The advantages and disadvantages of different job opportunities were analyzed.

4. Available positions in keeping with career goals were investigated.

5. Applications for the available positions were submitted.

6. The prescribed procedures for acceptance of a teaching position were followed.

316. Maintain professional certification through enrolling in graduate, extension, and in-service education programs.

Criteria:

1. Professional certification requirements were studied.

2. A list was compiled of required courses and other pertinent requirements.

3. Possible colleges and universities for continuing education were identified.

4. The teacher participated in professional programs of continuing education on a regular basis.

5. Professional certification was kept current.

317. Expand educational background and leadership potential by achieving advanced degrees.

Criteria:

1. A graduate program leading to an advanced degree was pursued.

2. The graduate program undertaken contributed to career goals.

318. Keep up-to-date through reading professional literature.

Criteria:

1. Subscriptions to professional journals and resource materials were maintained.

2. A personal professional library was developed.

3. New ideas obtained from professional literature were included in the vocational education program.

319. Acquire new occupational skills and information needed to keep pace with technological advancement in vocational education.

Criteria:

1. In-service educational workshops were attended.

2. Temporary employment in business and industry was used as a means of acquiring new skills.

3. Short intensive training courses conducted by business and industry were attended.

4. Reading of trade and professional literature was a regularly occurring practice.

5. Frequent visits were made to occupational establishments to determine current occupational information.

320. Update professional personnel file regularly.

Criteria:

1. Transcripts of educational course work were filed.
2. Up-to-date certification was kept on file.
3. Recognized professional achievements were kept on record.

321. Participate in noninstructional school activities (cafeteria supervision, homeroom, bus duty, chaperoning, etc.).

Criteria:

1. School policies and materials necessary for fulfilling the assignment were obtained, reviewed, and followed.
2. A professional attitude was exhibited throughout the noninstructional assignment.
3. Safety and security procedures were followed in carrying out the assignment.
4. State and local policies were followed in fulfilling the assignment.
5. A proportionate share of the noninstructional school activities was assumed.

322. Assist with nonvocational student organization activities.

Criteria:

1. Guidance was provided in planning student organizational activities.
2. Student organizational activities were supervised.
3. Communication between the student organization and the school administration was maintained.
4. A professional attitude was exhibited throughout the noninstructional assignment.

5. The teacher assumed his proportionate share of the responsibilities associated with nonvocational student organization activities.

323. Provide opportunities for potential teachers to observe and participate in the public school program.

Criteria:

1. Requests from colleges and/or universities for potential teachers to observe and participate in the public school program were reviewed by the teacher.

2. The responsibility of assisting potential teachers was accepted.

3. Potential teachers were provided with information and materials concerning the local school environment.

4. A schedule for profitable observation was arranged in cooperation with the potential teacher.

5. Conference time was scheduled to permit discussion of classroom activities.

6. Arrangements were made for the potential teachers to participate in teaching activities and to attend extra-curricular activities.

324. Interpret the policies and regulations of the local school district to the student teacher.

Criteria:

1. The policies and regulations of the local school district were reviewed by the teacher.

2. A handbook containing the policies and regulations was presented to the student teacher.

3. The policies and regulations were discussed with the student teacher.

325. Plan activities for the student teacher which draw upon and enrich college course work.

Criteria:

1. The student teacher's background of educational experiences was reviewed.

2. Specific activities to enrich the student teacher's background were identified.

3. Suggestions for enrichment of the student teacher's educational background were requested from local and college faculty.

4. A plan of activities was cooperatively developed with the student teacher.

326. Assign responsibilities commensurate with the student teacher's background of knowledge and experience.

Criteria:

1. The student teacher's personal data from the university was reviewed.

2. Participation opportunities were reviewed with the student teacher.

3. Student teaching assignments were made in cooperation with the student teacher and the college supervisor.

4. Adjustments were made as proficiencies were developed on the part of the student teacher.

327. Demonstrate instructional techniques for student teachers.

Criteria:

1. The teaching techniques to be used were reviewed with the student teacher.

2. Resource materials were provided the student teacher prior to the observation.

3. Several teaching techniques were executed.

4. The advantages and disadvantages of the teaching techniques were reviewed with the student teacher.

328. Consult regularly with the student teacher regarding planning, implementing, and evaluating teaching.

Criteria:

1. Assistance was given the student teacher in planning lessons.

2. Strengths and weaknesses of the techniques used in presenting lessons were discussed.

3. Evaluation procedures used by the student teacher were discussed.

4. Assistance was given the student teacher in selecting and integrating acquired techniques and skills into the teaching performance.

329. Confer regularly with the student teacher.

Criteria:

1. A schedule was planned for frequent student teacher conferences.

2. The purposes of the student teaching experience were reviewed.

3. The student teacher was encouraged to establish guidelines for the student teaching experience.

4. The student teacher was encouraged to discuss any of his concerns.

5. The evaluation of the student teacher's performance was discussed.

330. Confer with the college supervisor and the student teacher regarding plans for and evaluation of the total student teaching experience.

Criteria:

1. A three-way conference was conducted with the college supervisor and the student teacher to plan the overall student teaching experience.

2. Lines of communication were kept open to discuss any changes in the plans as the student teaching experience progressed.

3. The student teaching experience was cooperatively evaluated with the college supervisor and the student teacher.

CHAPTER XI

GENERAL OBJECTIVES FOR COORDINATION

The performance requirements of vocational teachers and teacher-coordinators in the coordination function (performance elements 331-384) were the basis for this chapter of general objectives.

Included are the duties and responsibilities involved in selecting and placing student-learners, complying with state and federal employment regulations, and supervising and evaluating students' on-the-job experiences.

331. Establish criteria for selection of student-learners.

Criteria:

1. Representatives of the employing area and other knowledgeable persons provided inputs to aid in the development of student-learner selection criteria.
2. Federal and state legislation was considered in the establishment of criteria for selection of student-learners.
3. Research reports and other professional literature were reviewed.
4. All inputs were synthesized and final criteria established.
5. The criteria developed allowed for individual differences.
6. The criteria developed were flexible so as not to exclude any students who could benefit from vocational education.

332. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.

Criteria:

1. A file of current resource materials on occupational opportunities was maintained.

2. Orientation sessions on the use of resource materials were given.

3. A system was divided for making the resource materials easily accessible to the students.

4. A list of additional resources on occupational opportunities was available for student use.

333. Administer occupational tests relative to student-learner selection and placement.

Criteria:

1. The guidance staff was contacted for suggested tests.

2. Occupational tests were selected and obtained.

3. The date and time for the administration of the test were established.

4. The test was administered according to prescribed directions.

334. Gather student-learner selection data.

Criteria:

1. Student application forms were analyzed for key information.

2. An interview was conducted with each student to review and clarify the application data and to discuss his aspirations.

3. The student's cumulative folder material was reviewed and analyzed.

4. The services of the professional staff were utilized to aid in the understanding of potential student-learners.

5. Information from former employers was obtained and analyzed.

6. Parents were contacted to obtain student data.

335. Interview students and parents to obtain student-learner interest and aptitude information.

Criteria:

1. The student's aptitudes and interests were discussed.
2. The student and parents were encouraged to ask questions, make comments, and express their ideas during the interview.
3. A record of the interview was placed in the student's file.

336. Identify a prospective student-learner on basis of selection criteria and data.

Criteria:

1. The prospective student-learner's data were assembled.
2. The data were analyzed and interpreted for relevancy to the criteria established.
3. The professional staff was consulted to aid in data interpretation.
4. Prospective student-learners were evaluated on the basis of the selection criteria.

337. Match a student-learner's unique characteristics with an appropriate training station.

Criteria:

1. The cooperating employer was interviewed and a record was made of his employment needs and requirements.
2. The student-learner's personal and academic records were reviewed in view of the job specifications and training station's employment policies.
3. The cooperating employer was given the names of two or three student-learners for potential employment.
4. The student-learner was recommended to more than one employer to provide the student-learner with a choice of jobs.

338. Negotiate on-the-job training hours and wages for student-learners.

Criteria:

1. Federal, state, and local labor and wage and hour laws were reviewed.

2. Guidelines for minimum and maximum hours for student-learners were prepared in accordance with local, state, and federal labor regulations.

3. The training hours and wages were discussed and agreed upon with the cooperating employer and student-learner.

339. Establish criteria for evaluating the training station potential of a business or industry.

Criteria:

1. Criteria were established for evaluating the physical facilities and equipment of the business or industry.

2. Standards were established for assessing the safety provisions of the business or industry.

3. Criteria were set up for evaluating the general atmosphere and working environment of the business or industry.

4. Criteria were established to determine the reputation and community standing of the organization.

340. Identify prospective cooperating employers to provide on-the-job training stations.

Criteria:

1. Existing community survey data were analyzed to identify and qualify potential training stations.

2. Suggestions for potential training stations were obtained from advisory committee members and other community sources.

3. Interviews were conducted with the top management and personnel of the potential training stations.

4. A list of prospective training stations was compiled for a final evaluation based on the established criteria.

341. Establish criteria to evaluate qualifications of prospective on-the-job instructors.

Criteria:

1. Criteria were established for evaluating the personal characteristics of the prospective on-the-job instructor.

2. Standards were developed for assessing the prospective on-the-job instructor's technical competency.

3. Guidelines were established for judging the prospective on-the-job instructor's sincerity and interest in training student-learners.

342. Assess training capability of the on-the-job instructor of the prospective training station.

Criteria:

1. A visit was made to the training station to interview the on-the-job instructor.

2. The on-the-job instructor was evaluated on his training capability according to established criteria.

3. A record was kept of the evaluation of the on-the-job instructor.

343. Assess educational adequacy of the prospective training station's facilities and equipment.

Criteria:

1. The facilities of a prospective training station were evaluated as part of an initial visit to the establishment.

2. The adequacy of the facilities was determined in relation to the student performance objectives of the vocational offering.

3. The ability of the facilities to meet the safety and adequacy standards set by the school and/or state board was assessed.

344. Assess safety provisions of the facilities and equipment of the prospective training stations.

Criteria:

1. The facilities and equipment provided by the training station were checked to determine if all federal, state, and local safety laws and regulations were met.

2. A check was made to determine if safety devices were provided and used by personnel of the training station.

3. The operating condition of the equipment was evaluated.

345. Convince an employer to provide a training station for cooperative vocational education.

Criteria:

1. Information concerning the operation of the cooperative vocational program was given to the employer.

2. The employer was made aware of his contribution to the field by providing a training station.

3. The employer was given an opportunity to discuss the cooperative vocational program with present cooperating employers.

4. The employer was informed that the benefits are greater than the costs of the training.

346. Arrange with a union to make contract provisions for student-learners.

Criteria:

1. The teacher-coordinator met with union officials to describe the philosophy and goals of the cooperative vocational education program.

2. Key union personnel were invited to discuss with other union personnel special arrangements for student-learners.

3. The advantages and disadvantages derived from making provisions for student-learners in a union contract were discussed with union and management officials.

4. A three-way conference was held with union and management to discuss and prepare tentative union contract provisions.

347. Develop a training agreement between student-learner, parent, school, and cooperating employer.

Criteria:

1. A training agreement was prepared which included such items as:

   a. length of training period and hours to be worked per day and week,

   b. systematic and progressive training plan,

   c. high school credit to be earned for successful completion of the vocational offering.

2. An explanation was given the cooperating employers, parents, and student-learner to insure that the training agreement was understood before each signed it.

3. Copies of the training agreement were distributed according to school policy.

348. Arrange school and work schedules with student-learners and school and employing personnel.

Criteria:

1. School and work schedules were arranged cooperatively with school administrators and cooperating employers.

2. Released time for on-the-job training was provided.

3. Minimum and maximum working hours per week were established.

4. The schedule included time for extracurricular activities.

349. Develop a systematic training plan with the cooperating employer and/or the on-the-job instructor.

Criteria:

1. Broad occupational areas in which the student-learner would be trained were identified with the cooperating employer and/or on-the-job instructor and the student-learner.

2. The specific experiences the student-learner would have during his on-the-job training were identified with the on-the-job instructor and/or cooperating employer and the student-learner.

3. Inputs from the on-the-job instructor and the student-learner were incorporated into a tentative training plan.

4. Space was provided on the training plan for a record of student-learner progress.

5. The final training plan was prepared and approved and copies were provided for the school representative, student-learner, parents, and the cooperating employer.

350. Aid student-learners in procuring work permits.

Criteria:

1. Federal and state child-labor laws were reviewed with the student-learner.

2. Student-learners were asked to obtain a birth certificate and have a physical examination.

3. Student-learners were assisted in obtaining a completed "Intention to Employ" form from prospective cooperating employers and a record of school grades.

4. The teacher contacted the parents and explained their role in securing the student-learner's work permit.

5. Student-learners were assisted in obtaining and completing work permit forms.

351. Assist the cooperating employer in obtaining information concerning federal and state wage and hour classifications.

Criteria:

1. Contact was made with the local or regional office of the Wage and Hours and Public Contracts Division of the U.S. Department of Labor to obtain up-to-date information on labor laws.

2. Wage and hour regulations that the organization has to comply with were studied to determine the wage and hour classification of the cooperating employer.

352. Assist the cooperating employer in acquiring a federal permit to pay a training wage.

Criteria:

1. Contact was maintained with the regional or district office of the Wage and Hours and Public Contracts Division of the U.S. Department of Labor to keep informed of labor laws.

2. Labor laws governing training wages for student-learners were reviewed.

3. Special application was made for each student-learner for permission for the employer to pay a training wage.

353. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.

Criteria:

1. Contact was made with the Wage and Hour and Public Contract Division of the U.S. Department of Labor to obtain up-to-date information concerning hazardous occupation permits.

2. The approval to train a student-learner in a hazardous occupation was secured.

3. A copy of the approval was sent to the cooperating employer and a copy was retained on file.

354. Establish the cooperating employer's qualifications for reimbursement for training a student-learner.

Criteria:

1. The state plan was reviewed to see if a policy for reimbursing cooperating employers was specified.

2. When no state policy existed, a local policy for reimbursing cooperating employers was developed based on information available from the U.S. Office of Education.

3. An addendum was attached to the training agreement covering the cooperating employer's reimbursable training costs.

355. Obtain reimbursement for the cooperating employer providing on-the-job training.

Criteria:

1. The cooperating employer's qualifications for reimbursement for training a student-learner were established.

2. The specified procedure given in the state or local policy for obtaining the cooperating employer's reimbursement was followed.

3. The cooperating employer was reimbursed through the local school district.

356. Obtain reimbursement for the student-learner for allowable training costs such as clothing and tools.

Criteria:

1. The federal and state vocational laws were reviewed to determine reimbursable student-learner costs.

2. Information on reimbursable items was made available to student-learners.

3. The quantity and cost of reimbursable items were justified.

4. Reimbursement requests were submitted according to established policy.

357. Prepare the student-learner for an interview with the cooperating employer and training station personnel.

Criteria:

1. Information was given to the student-learner on where and when to report for the interview.

2. The student-learner was given instructions on how to present his salable skills to the cooperating employer.

3. The student-learner was given information on what kinds of questions to expect from the cooperating employer.

4. The student was given an opportunity to practice interview techniques.

5. Information was given on the proper appearance for interviews.

358. Assist the student-learner in on-the-job training orientation.

Criteria:

1. Information concerning the job and the training plan responsibilities were discussed with the student-learner.

2. Communication lines were kept open with the on-the-job instructor.

3. The student-learner was aided in adjusting to his on-the-job training situation.

359. Assist the cooperating employer's personnel in accepting the training status and role of the student-learner.

Criteria:

1. The cooperating employer was assisted in informing the personnel of the training station of the student-learner's role and training status.

2. The personnel were encouraged to ask questions and discuss the cooperative program and the student-learner's role and training status at the training station.

3. Conferences were held with selected training station personnel to acquaint them with the cooperative vocational education program.

360. Maintain good working relationships with training station personnel.

Criteria:

1. Personal acquaintance was made with training station personnel.

2. Mutually beneficial information was shared with training station personnel.

3. Training station personnel were accepted as co-workers with no attempt to restructure their thinking to comply with one's own ideas.

4. Assistance as a resource person for training station personnel was given when requested.

361. Develop a procedure to insure student's safety and protection in the training station.

Criteria:

1. The teacher-coordinator, student-learner, cooperating employer, and school administrators were involved in setting up safety procedures for travel to and from training stations.

2. A periodic check was made to insure that the training station complied with local, state, and federal regulations regarding the health and safety of student-learners.

3. A periodic check was made to determine whether all safety procedures were being carried out.

4. Student-learners were assisted in acquiring information on workmen's compensation and other employee benefits to which he may be entitled.

362. Develop a plan for supervision of on-the-job training.

Criteria:

1. The purposes and procedures of a supervisory visit were explained to the student-learner and the on-the-job instructor.

2. A schedule for supervisory visits was developed.

3. Supervisory techniques were adapted to the training station environment, the student-learner's role, and the on-the-job schedule.

4. The student-learner's performance and attitude were observed and evaluated in terms of current job standards.

5. A joint conference with the student-learner and the on-the-job instructor was held when necessary.

6. The student-learner's on-the-job experiences were adjusted when necessary to comply with the outline of the training plan.

363. Inform the administration of coordination itinerary.

Criteria:

1. A schedule of activities was developed in order to use time most effectively.

2. The administration was kept informed of any changes in the schedule.

3. Contact was maintained with the school while on supervisory visits.

364. Assess the on-the-job experience daily reports with the student-learner to plan future instruction.

Criteria:

1. The student-learner's report of his daily on-the-job experiences was reviewed and evaluated in regard to time worked and tasks completed.

2. The student-learner was involved in a self-analysis of his job progress.

3. Suggestions regarding any changes or modifications of the student-learner's on-the-job work experience were discussed with the student-learner and the on-the-job instructor.

365. Encourage the on-the-job instructor to follow the training plan in providing experiences for the student-learner.

Criteria:

1. Lines of communication were kept open with the on-the-job instructor for discussion of the student-learner's experience on the job.

2. The benefits of following the training plan were stressed to both the student-learner and on-the-job instructor.

3. Problems concerned with the progression of experiences for the student-learner were solved cooperatively with the student-learner and the on-the-job instructor.

366. Maintain the student-learner's progress reports for on-the-job training and related instruction.

Criteria:

1. Information for the progress reports was obtained periodically from the cooperating employer's evaluative comments and supervisory visits.

2. Strengths and weaknesses of student-learners were clearly identified in the progress reports.

3. Reports were made out legibly and filed for easy accessibility.

367. Examine the student-learner's progress reports to determine future on-the-job training experiences and related instruction.

Criteria:

1. Student-learner progress reports were reviewed frequently to determine if the student-learner was obtaining the experiences outlined in the training plan.

2. The progress reports were analyzed to determine the immediate training and related instruction needs of the student-learner.

3. Future training experiences and related instruction were based on the needs of the student-learner as determined from the progress reports.

368. Maintain a record of individual work hours, wages, and work experiences of on-the-job training.

Criteria:

1. A record form was developed involving student-learner work hours, wages, and work experiences.

2. A system to check the records and keep them up-to-date was established.

3. Records were checked for compliance with the training agreement.

369. Assist the student-learner in the solution of problems related to on-the-job training.

Criteria:

1. Student records and other background materials were available for reference.

2. The student was assisted in defining the problem.

3. Possible solutions for the problem were identified.

4. Open communication was maintained between school personnel and the cooperating employer to help prevent and solve job-related problems.

5. A follow-up was made to determine if the problem had been solved.

370. Control student-learner absenteeism from school and on-the-job training.

Criteria:

1. Policies concerning absenteeism from school and on-the-job training were developed cooperatively with school administrators and cooperating employers.

2. Student-learners' parents and cooperating employers were informed of the policies on absenteeism.

3. Appropriate action was taken to enforce the established policies on absenteeism.

371. Control the transfer of student-learners within the cooperative vocational education program and to other school programs.

Criteria:

1. State and/or local guidelines on job transfer and program transfer were analyzed.

2. Procedures were developed for transferring a student-learner from one job to another within a training station to provide breadth of training.

3. Guidelines were prepared for transferring a student-learner from one training station to another.

4. Guidelines were prepared for transferring a student-learner from the cooperative vocational education program to another school program.

372. Conduct termination procedures for on-the-job training for the student-learner when conditions demand it.

Criteria:

1. Efforts were made to terminate on-the-job training in a manner which would be most advantageous to the student-learner.

2. Termination procedures were discussed with the student-learner and the cooperating employer.

3. Parents were notified of the termination proceedings.

4. All records and reports for the student-learner were completed and filed.

373. Sponsor an employer-employee appreciation event.

Criteria:

1. Administrative approval for the event was obtained.

2. Student-learners were assisted in planning and implementing the event.

3. The success of the event was evaluated.

374. Evaluate the student-learner's work qualities and habits on the job.

Criteria:

1. Desirable on-the-job work qualities and habits for the occupation were identified with the assistance of the on-the-job instructors.

2. A system was organized for the periodic evaluation of student-learner's work qualities and habits on the job.

3. The results of the evaluation were reviewed with the student-learner in order for the student-learner to modify personal traits and characteristics.

375. Evaluate the student-learner's personal traits and characteristics on the job.

Criteria:

1. Desirable on-the-job personal traits and characteristics were identified with the assistance of the on-the-job instructor.

2. A system was organized for the periodic evaluation of student-learner's on-the-job personal traits and characteristics.

3. The results of the evaluation were reviewed with the student-learner in order for the student-learner to modify personal traits and characteristics.

376. Check the student-learner's progress in acquiring skills on the job.

Criteria:

1. The training plan containing the skills to be acquired was reviewed.

2. A system was organized for the periodic evaluation of the student-learner's progress in acquiring skills on the job.

3. The results of the evaluation were reviewed with the student-learner.

377. Check the student-learner's progress with the on-the-job instructor and other training station personnel.

Criteria:

1. The training plan was reviewed with the on-the-job instructor.

2. The evaluation form used by the on-the-job instructor to rate the student-learner's progress was reviewed.

3. A conference was held with the cooperating employer and other training station personnel to discuss the student-learner's progress and obtain suggestions to improve and enrich the student-learner's related instruction.

378. Assess the student-learner's performance with the assistance of the on-the-job instructor.

Criteria:

1. The on-the-job performance of the student-learner was observed during regular supervisory visits to the training station.

2. Rating scales were developed for the on-the-job instructor to use in evaluating the student-learner.

3. Conferences were held with the on-the-job instructor to discuss the student-learner's performance.

4. An individual conference with the student-learner was conducted to discuss the on-the-job instructor's ratings and comments.

379. Obtain suggestions from the on-the-job instructor to guide the selection of lessons for related instruction.

Criteria:

1. Suggestions for the related instruction needed by the student-learner to perform effectively on the job were requested from the on-the-job instructor.

2. Suggestions were obtained for resources for the related instruction.

3. The on-the-job instructor was involved in evaluating and updating the subject matter and resource materials used in the related instruction.

380. Evaluate the quality of the on-the-job training received by the student-learner.

Criteria:

1. On-the-job training reports were compared with student performance objectives.

2. The cooperating employer's evaluation of the student's on-the-job training was reviewed.

3. Follow-up of graduates was conducted.

381. Provide a workshop to assist on-the-job instructors in techniques for teaching student-learners.

Criteria:

1. The need for a workshop was established.

2. The purposes of the workshop were determined.

3. Resource persons and instructional materials were obtained.

4. The instruction provided was based upon the needs of the on-the-job instructors.

5. Evaluation of the workshop was a continuous process in order to determine progress.

382. Assist the on-the-job instructor with development of teaching techniques during supervisory visits to the training station.

Criteria:

1. Assistance with teaching techniques for group and individualized instruction was provided for the on-the-job instructor upon request.

2. Information concerning the correlation of on-the-job training and related instruction was given the on-the-job instructor.

383. Update related instruction for student-learners on the basis of information on technology obtained from cooperating employers.

Criteria:

1. Techniques and operating procedures observed during supervisory visits were incorporated into the related instruction.

2. Information about new equipment being used by cooperating employers was secured from various sources and given to the student-learners.

3. Information on technological advances was made available for student-learners.

384. Obtain information from the advisory committee on ways to improve related instruction and on-the-job training.

Criteria:

1. Suggestions on ways to improve related instruction and on-the-job training were requested from the advisory committee.

2. Advisory committee members were given an opportunity to suggest ways of relating instruction to the needs of the cooperating employers.

3. The advisory committee was asked to keep the teacher-coordinator informed of any advancements in technology in order to keep on-the-job training and related instruction up-to-date.

APPENDIX

MASTER LIST OF CATEGORIES AND PERFORMANCE ELEMENTS

I. Program Planning, Development, and Evaluation
(Chapter II, page 15)

1. Organize a steering committee to assist in the preplanning activities of a community survey.
2. Identify the geographical area in which a community survey will be conducted.
3. Obtain administrative approval for conducting a community survey.
4. Solicit assistance of the vocational education personnel from the state department and/or university in conducting a community survey.
5. Adapt existing community survey materials to local needs.
6. Consult the chamber of commerce to identify area employers to be contacted in a community survey.
7. Consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.
8. Persuade labor representatives to participate in a community survey.
9. Involve the steering committee in conducting a community survey.
10. Recruit teachers and guidance personnel to participate in conducting a community survey.
11. Establish communication with employer representatives who will be involved in a community survey.
12. Devise a plan of activities for the survey staff to follow in conducting a community survey.

13. Publicize the purposes and objectives of a community survey.

14. Orient the survey staff to their duties and responsibilities in collecting occupational data.

15. Direct students in the collection of data for a community survey.

16. Collect occupational data from employers to identify vocational education needs.

17. Collect student occupational interest data to identify vocational education needs.

18. Recommend a vocational education program based on the findings of a community survey.

19. Disseminate the findings of a community survey.

20. Identify the role and function of the advisory committee.

21. Establish the criteria for selection of the advisory committee members.

22. Obtain school board authorization for organizing the advisory committee.

23. Obtain administrative approval of the selected advisory committee members.

24. Publicize to the school and community the establishment of the advisory committee, its members, and its function.

25. Orient the advisory committee members to their role and function.

26. Plan the annual agenda to be considered by the advisory committee.

27. Communicate the date, place, and agenda for the advisory committee meetings to all persons concerned.

28. Invite resource persons who can provide consultation service to attend the advisory committee meetings.

29. Serve as the liaison for the advisory committee and the school administration.

30. Assist in the identification of the school's vocational education purposes and goals.

31. Determine the occupations for which training is to be offered in the vocational education program.

32. Consult the advisory committee in planning an analysis of an occupation.

33. Analyze occupations with the assistance of employers and labor representatives.

34. Identify the competencies needed for entry into an occupation.

35. Describe the occupational standards of performance for each task in an occupation.

36. Assist in writing general objectives for the vocational education program offerings.

37. Develop vocational education offerings by clustering and sequencing related tasks.

38. Identify the knowledge and attitudes required for the performance of each task included in a vocational education offering.

39. Write student performance objectives for the vocational education offering.

40. Consult the advisory committee in developing a long-range program plan for vocational education.

41. Analyze long-range needs for the offerings of the vocational education program.

42. Specify the long-range facility, equipment, and supply needs for the vocational education program.

43. Assist in the preparation of a long-range budget for the vocational education program.

44. Identify the long-range needs for employing faculty for the vocational education program.

45. Assist in preparing the long-range program plan for vocational education.

46. Analyze continual follow-up information on the placement, employment, and training status of each graduate of the vocational education program.

47. Obtain follow-up data from employers of graduates of the vocational education program.

48. Determine the reasons students leave the vocational education program.

49. Review supervisory evaluation reports for assessing the vocational education program.

50. Assess the relevancy of the vocational education offerings.

51. Disseminate a summary of the vocational education program evaluation to administrators, advisory committee members, and members of the board of education.

II. Planning of Instruction (Chapter III, page 33)

52. Review general objectives for the vocational education offerings.

53. Review student performance objectives developed for the vocational education offerings.

54. Sequence student performance objectives for an offering in the vocational education program.

55. Determine student needs and interests.

56. Involve the students in planning a unit.

57. Select student performance objectives for a unit.

58. Write content outline for a unit.

59. Correlate unit content with on-the-job and/or laboratory experiences.

60. Determine for a unit group and individual learning experiences based on individual differences of students.

61. Select methods of evaluating student performance throughout a unit.

62. Identify the student performance objectives for a lesson.

63. Select teaching techniques for a lesson.

64. Plan the introduction of a lesson.

65. Plan the content of a lesson.

66. Plan the summary of a lesson.

67. Plan student learning experiences for a lesson.

68. Select methods of evaluating students' attainment of specific student performance objectives.

69. Write a lesson plan.

70. Obtain textbook, reference, and other instructional materials.

71. Select tools and/or equipment for a lesson.

72. Assemble consumable supplies for instructional purposes.

73. Develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.

74. Involve students in the preparation of instructional materials.

75. Obtain programmed instructional materials.

76. Prepare instructional materials with a spirit duplicator.

77. Prepare instructional materials with a stencil duplicator.

78. Prepare instructional materials (hard copy and transparency) with a photocopier.

III. Execution of Instruction (Chapter IV, page 43)

79. Conduct field trips.

80. Direct students in gathering information from sources in the community.

81. Conduct symposiums.

82. Conduct brainstorming sessions.

83. Direct student presentations.

84. Direct students in instructing other students.

85. Direct simulation techniques.

86. Conduct group supervised study.

87. Direct student laboratory experience.

88. Direct students in applying problem-solving techniques.

89. Present information through case study problems.

90. Present information by the project method.

91. Direct student study of textbooks, bulletins, and pamphlets.

92. Direct student study of information and assignment sheets.

93. Direct students in preparing laboratory work or job plans.

94. Guide student progress through the use of operation and/or job sheets.

95. Lead group discussions.

96. Conduct panel discussions.

97. Conduct buzz groups.

98. Employ the question box technique.

99. Employ role-playing techniques.

100. Introduce a lesson.

101. Obtain summary for a lesson.

102. Employ oral questioning techniques.

103. Acknowledge student verbal and nonverbal cues.

104. Enrich instruction to challenge the abilities of the more capable student.

105. Reinforce learning.

106. Provide remedial work for slow learners.

107. Employ reward techniques.

108. Establish frames of reference to enable the students to understand a situation from several points of view.

109. Apply nonverbal techniques.

110. Demonstrate a manipulative skill.

111. Present a concept or principle through a demonstration.

112. Give a lecture.

113. Give an illustrated talk.

114. Present information with analogies.

115. Present information by use of individualized instruction.

116. Present information through team teaching.

117. Give an assignment.

118. Present information with the assistance of a resource person.

119. Present information with bulletin boards.

120. Present information with exhibits.

121. Illustrate with models and real objects.

122. Present information with an overhead projector.

123. Present information with an opaque projector.

124. Present information with filmstrips.

125. Present information with slides.

126. Present information with sound motion pictures.

127. Present information with single concept films.

128. Present information with an audio recorder.

129. Present information with a video recorder or closed circuit television.

130. Present information with a tele-lecture.

131. Present information with a record player.

132. Present information with educational television.

133. Direct teaching-machine programmed instruction.

134. Present information by computer-assisted instruction.

135. Direct written programmed instruction.

136. Present information with the aid of a flannel board.

137. Present information with the aid of a flip chart.

138. Present information with the aid of a chalkboard.

IV. Evaluation of Instruction (Chapter V, page 67)

139. Establish criteria for student performance.

140. Formulate a system of grading consistent with school policy.

141. Appraise students' products according to occupational performance standards.

142. Appraise students' performance in relation to student performance objectives.

143. Evaluate individualized assignments completed under directed study.

144. Devise self-evaluation techniques for use by students.

145. Arrange for students to evaluate their own progress.

146. Engage in cooperative evaluation of achievement with students.

147. Determine students' grades based on related instruction and laboratory or on-the-job experience.

148. Interpret students' evaluation of instruction.

149. Formulate essay test items.

150. Formulate true-false test items.

151. Formulate completion test items.

152. Formulate matching test items.

153. Formulate multiple-choice test items.

154. Devise laboratory performance tests.

155. Devise laboratory performance rating sheets.

156. Formulate test items for an oral test.

157. Administer teacher-made tests.

158. Devise case study problems.

159. Analyze tests for validity.

160. Analyze tests for reliability.

161. Review student progress and/or achievement records to assess effectiveness of instruction.

162. Involve students in formulating the procedures for their participation in the evaluation of instruction.

163. Obtain information from fellow teachers and supervisory personnel regarding the quality of one's instruction.

164. Seek opportunities for self-evaluation of instruction.

V. Management (Chapter VI, page 79)

165. Compile a list of supplies needed for the academic year.

166. Identify new tools and/or equipment needed for the academic year.

167. Recommend reference books and periodicals related to vocational education that should be added to the library.

168. Prepare a capital outlay budget proposal for new equipment.

169. Plan an operating budget proposal for consumable supplies, services, and instructional materials.

170. Prepare a budget for estimating travel expenses incurred in vocational activities.

171. Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements.

172. Prepare purchase requests for approved vocational equipment and supplies.

173. Design a procedure for acquiring needed consumable supplies and materials.

174. Accept gifts or donations of supplies and equipment for the vocational education program in accordance with school policy.

175. Devise a system for determining and collecting student fees for consumable supplies.

176. Structure a filing system for records and report forms.

177. Supply the data for vocational reports required by the state department of education.

178. Devise a filing system for instructional materials.

179. Devise a system for maintaining occupational opportunity information for use by vocational students.

180. Record vocational student attendance according to school policy.

181. Record vocational students' grades according to school policy.

182. Assemble individual student files documenting personal characteristics, attitudes, and grades.

183. Provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

184. Establish a procedure for attending to the first aid needs of vocational students.

185. Maintain a record of safety instruction presented in compliance with safety laws and regulations.

186. Uphold school standards of expected student behavior.

187. Formulate with students acceptable standards of behavior in vocational classrooms and laboratories.

188. Uphold acceptable standards of student behavior in vocational classrooms and laboratories.

189. Carry out approved disciplinary action when warranted.

190. Encourage students to exercise self-discipline.

191. Control outbursts of fighting and aggressive behavior.

192. Maintain an inventory of vocational tools, supplies, and equipment.

193. Establish a system for repairing and servicing tools and equipment in the laboratory.

194. Arrange for the storage and security of supplies and equipment.

195. Implement student check-out procedures for tools, supplies, and equipment used in the laboratory.

196. Direct students in a system for cleaning and maintaining the laboratory.

197. Schedule laboratory equipment for maximum utilization by students.

198. Arrange layout of the vocational laboratory to simulate the occupational environment.

199. Arrange laboratory work areas and storage space to facilitate student work performance.

200. Control heat, light, and ventilation in vocational laboratories and classrooms.

201. Establish a policy for use of the physical facilities and equipment by other school personnel and outside groups.

VI. Guidance (Chapter VII, page 93)

202. Determine students' background and environment.

203. Administer subject-matter diagnostic tests.

204. Analyze students' cumulative records.

205. Maintain anecdotal records.

206. Determine relationships among students through the sociogram or other sociometric techniques.

207. Review students' autobiographies for information to aid in understanding the students.

208. Assemble information for case study reports.

209. Communicate with prospective and continuing students during the summer.

210. Maintain an open door policy for student consultation.

211. Encourage students to discuss career aspirations.

212. Demonstrate a regard for and an interest in students as individuals.

213. Develop constructive working relationships among students.

214. Demonstrate personal concern for the student and his family.

215. Conduct home visits.

216. Recognize potential problems of students.

217. Conduct a conference with a student.

218. Conduct group conferences.

219. Confer with the student and his parents regarding his educational development.

220. Interpret occupational tests and inventories to students.

221. Assist students in developing good study habits.

222. Establish communication patterns for exchanging information and for cooperating with the guidance staff.

223. Supply guidance staff with performance data about students.

224. Refer students to guidance staff and other specialists.

225. Assist students with their problems by working cooperatively with outside agencies such as health and welfare services.

226. Work with other teachers to help students with individual concerns.

227. Refer students to qualified resource persons for occupational and educational information.

228. Arrange with professional staff for administration and interpretation of personality, aptitude, and intelligence tests for specific students.

229. Arrange for the local office of the U.S. Employment Service to administer and interpret the General Aptitude Test Battery.

230. Present information to students on occupational opportunities.

231. Present information to students on advanced training and education at opportunities available to them.

232. Assist students in determining ways to best describe their salable skills.

233. Write letters of recommendation for students.

234. Assist graduating students in preparing for interviews with potential employers.

235. Assist students in securing and completing applications for jobs, scholarships, educational loans, or college admission.

VII. School-Community Relations (Chapter VIII, page 107)

236. Assist in the devleopment of policies regarding school-community relations.

237. Plan the school-community relations activities for the vocational education program.

238. Procure clearance from the school administration to conduct school-community relations activities related to the vocational education program.

239. Express a philosophy consistent with that of the vocational faculty.

240. Speak to school and community groups about the vocational education program.

241. Provide brochures to inform the school and community about the vocation program.

242. Provide displays in the school and community about the vocational education program.

243. Prepare news releases and manuscripts on activities of the vocational education program for newspapers and other periodicals.

244. Present activities of the vocational education program on television.

245. Present activities of the vocational education program on radio.

246. Direct student presentations describing activities of the vocational education program.

247. Conduct an open house to familiarize members of the school and community with activities of the vocational education program.

248. Sponsor student-parent activities for the vocational education program.

249. Assist with special community social events.

250. Assist with community business and industry sponsored activities.

251. Serve in professional nonvocational organizations to improve the image of the vocational education program.

252. Serve in a community civic, service, or social organization to improve the image of the vocational education program.

253. Provide consultant services to local business and industry.

254. Maintain liaison with union officials and employers.

255. Maintain liaison with employment agencies.

256. Maintain liaison with community professional, service, fraternal, social, and religious organizations.

257. Maintain good relations with other schools.

258. Maintain liaison with state department personnel.

259. Obtain informal feedback on the vocational education program through contacts with individuals in the school and community.

260. Conduct opinion surveys in the school and community concerning the vocational education program.

261. Analyze enrollment trends to determine student and parent acceptance of the vocational education program.

262. Obtain information from parents relative to their expectations of the vocational education program.

263. Consult the advisory committee to obtain information concerning their expectations of the vocational education program.

264. Acquire information from members of the community power structure (e.g., political, social, and economic pressure groups) regarding their expectations of the vocational education program.

265. Study community voting results on financial issues affecting the vocational education program to determine community support.

266. Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.

267. Maintain working relationships with the school administration and faculty.

268. Assist in planning the goals of the total school program.

269. Maintain working relationships with the school supporting staff through cooperation and mutual effort.

VIII. Student Vocational Organization (Chapter IX, page 119)

270. Obtain approval from the school administration for establishing the student vocational organization.

271. Contact state department personnel regarding the steps to be followed in organizing a student vocational organization.

272. Acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.

273. Organize a student committee to assess student interest in joining a student vocational organization.

274. Assist in the development of a constitution and by-laws for the student vocational organization.

275. Conduct an organizational meeting for a student vocational organization.

276. Direct initiation activities of the student vocational organization.

277. Orient students to the student vocational organization.

278. Assist in the election and installation of officers of the student vocational organization.

279. Conduct a leadership training session for the officers of the student vocational organization.

280. Obtain the assistance of state department personnel in maintenance of the student vocational organization.

281. Assist students in developing a yearly program of work for the student vocational organization.

282. Assist students in advancing within the available degrees in the student vocational organization.

283. Supervise social and educational activities for the student vocational organization.

284. Involve elected chapter parents in the activities of the student vocational organization.

285. Assist students with publicizing the student vocational organizational activities.

286. Assist students with the financial management of the student vocational organization.

287. Assist in planning and organizing fund-raising activities for the student vocational organization.

288. Maintain a file of publications available for the student vocational organization.

289. Supervise the development of an annual handbook for the student vocational organization.

290. Supervise the development of a chapter scrapbook for the student vocational organization.

291. Evaluate the student vocational organization.

292. Affiliate the student vocational organization with the state and national vocational organizations.

293. Assist in the preparation of state and national reports for the student vocational organization.

294. Provide advice for student entries in state and national student vocational organization contests.

295. Send student representatives to district, state, regional, and national student vocational organization activities.

296. Assist in the development of rules and procedures for conducting district, state, regional, and national student vocational organization contests.

297. Serve as an advisor or judge for district, state, regional, or national student vocational organization contests.

298. Participate in district, state, regional, and national activities of the student vocational organization.

IX. Professional Role and Development (Chapter X, page 131)

299. Identify current trends of the teaching profession.

300. Promote the attainment of the goals of the teaching profession.

301. Express a personal professional philosophy consistent with the goals of the teaching profession.

302. Express a personal professional philosophy consistent with the goals of vocational education.

303. Maintain the ethical standards expected of a professional educator.

304. Exchange observational visits, innovations, and ideas with others in the profession.

305. Support professional organizations through membership and attendance at meetings.

306. Serve professional organizations as an officer and/or chairman or member of a committee.

307. Represent the teaching profession as a committee member, delegate, or program participant at meetings and activities of other related professions.

308. Participate in experimental and other data collecting research activities.

309. Write an article or book for publication which contributes to the literature of the profession.

310. Assist in orienting teachers who are new to the school system.

311. Work with a team from the school and/or community on pertinent school activities.

312. Serve community needs by contributing professional expertise to community activities.

313. Consult supervisory and administrative evaluations to determine attitudes of others toward one's personal and professional abilities and limitations.

314. Use a self-analysis form to evaluate personal and professional abilities and limitations.

315. Select the teaching position which is in keeping with personal and professional abilities and limitations.

316. Maintain professional certification through enrolling in graduate, extension, and in-service education programs.

317. Expand educational background and leadership potential by achieving advanced degrees.

319. Keep up-to-date through reading professional literature.

319. Acquire new occupational skills and information needed to keep pace with technological advancement in vocational education.

320. Update professional personnel file regularly.

321. Participate in noninstructional school activities (cafeteria supervision, homeroom, bus duty, chaperoning, etc.).

322. Assist with nonvocational student organization activities.

323. Provide opportunities for potential teachers to observe and participate in the public school program.

324. Interpret the policies and regulations of the local school district to the student teacher.

325. Plan activities for the student teacher which draw upon and enrich college course work.

326. Assign responsibilities commensurate with the student teacher's background of knowledge and experience.

327. Demonstrate instructional instructional techniques for student teachers.

328. Consult regularly with the student teacher regarding planning, implementing, and evaluating teaching.

329. Confer regularly with the student teacher.

330. Confer with the college supervisor and the student teacher regarding plans for and evaluation of the total student teaching experience.

X. Coordination (Chapter XI, page 143)

331. Establish criteria for selection of student-learners.

332. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.

333. Administer occupational tests relative to student-learner selection and placement.

334. Gather student-learner selection data.

335. Interview students and parents to obtain student-learner interest and aptitude information.

336. Identify a prospective student-learner on the basis of selection criteria and data.

337. Match a student-learner's unique characteristics with an appropriate training station.

338. Negotiate on-the-job training hours and wages for student-learners.

339. Establish criteria for evaluating the training station potential of a business or industry.

340. Identify prospective cooperating employers to provide on-the-job training stations.

341. Establish criteria to evaluate qualifications of prospective on-the-job instructors.

342. Assess training capability of the on-the-job instructor of the prospective training station.

343. Assess educational adequacy of the prospective training station's facilities and equipment.

344. Assess safety provisions of the facilities and equipment of the prospective training station.

345. Convince an employer to provide a training station for cooperative vocational education.

346. Arrange with a union to make contract provisions for student-learners.

347. Develop a training agreement between student-learner, parent, school, and cooperating employer.

348. Arrange school and work schedules with student-learners and school and employing personnel.

349. Develop a systematic training plan with the cooperating employer and/or the on-the-job instructor.

350. Aid student-learners in procuring work permits.

351. Assist the cooperating employer in obtaining information concerning federal and state wage and hour classifications.

352. Assist the cooperating employer in acquiring a federal permit to pay a training wage.

353. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.

354. Establish the cooperating employer's qualifications for reimbursement for training a student-learner.

355. Obtain reimbursement for the cooperating employer providing on-the-job training.

356. Obtain reimbursement for the student-learner for allowable training costs such as clothing and tools.

357. Prepare the student-learner for an interview with the cooperating employer and training station personnel.

358. Assist the student-learner in on-the-job training orientation.

359. Assist the cooperating employer's personnel in accepting the training status and role of the student-learner.

360. Maintain good working relationships with training station personnel.

361. Develop a procedure to insure student's safety and protection in the training station.

362. Develop a plan for supervision of on-the-job training.

363. Inform the administration of the coordination itinerary.

364. Assess the on-the-job experience daily reports with the student-learner to plan future instruction.

365. Encourage the on-the-job instructor to follow the training plan in providing experiences for the student-learner.

366. Maintain the student-learner's progress reports for on-the-job training and related instruction.

367. Examine the student-learner's progress reports to determine future on-the-job training experiences and related instruction.

368. Maintain a record of individual work hours, wages, and work experiences of on-the-job training.

369. Assist the student-learner in the solution of problems related to on-the-job training.

370. Control student-learner absenteeism from school and on-the-job training.

371. Control the transfer of student-learners within the cooperative vocational education program and to other school programs.

372. Conduct termination procedures for on-the-job training for the student-learner when conditions demand it.

373. Sponsor an employer-employee appreciation event.

374. Evaluate the student-learner's work qualities and habits on the job.

375. Evaluate the student-learner's personal traits and characteristics on the job.

376. Check the student-learner's progress in acquiring skills on the job.

377. Check the student-learner's progress with the on-the-job instructor and other training station personnel.

378. Assess the student-learner's performance with the assistance of the on-the-job instructor.

379. Obtain suggestions from the on-the-job instructor to guide the selection of lessons for related instruction.

380. Evaluate the quality of the on-the-job training received by the student-learner.

381. Provide a workshop to assist on-the-job instructors in techniques for teaching student-learners.

382. Assist the on-the-job instructor with development of teaching techniques during supervisory visits to the training station.

383. Update related instruction for student-learners on the basis of information on technology obtained from cooperating employers.

384. Obtain information from the advisory committee on ways to improve related instruction and on-the-job training.